

# Year 5 English Home Learning

## Let's write...

### Poetry

Choose a poem that you enjoy. You may have read one at school, have a poetry book at home, or found one online. Write a poem based on the one you have chosen.

You may decide to:

- Add some extra verses to it;
- Write a poem on a similar theme;
- Write a poem on an opposite theme;
- Imitate the poem using the same structure.

You might want to think about:

- \* Rhyme
- \* Rhythm
- \* Syllables
- \* Writing the best words in the best order
- \* Similes, metaphors, personification
- \* Verses
- \* Layout, e.g. a shape poem



Think about how you are going to perform this poem. Either film yourself performing it, or bring it into school and perform it to the rest of the class.

*Suggested poets: Rachel Rooney, Valerie Bloom, Michael Rosen, Benjamin Zephaniah, Joseph Coelho, Grace Nichols.*

# Grammar and Punctuation

## Modal verbs



Auxiliary verbs are known as helping verbs; they are used with main verbs when something has happened. The auxiliary verbs are **be**, **do** and **have**.

Modal verbs are auxiliary verbs which are used to express possibility or wanting, as well as the future.

**should**    **would**    **could**    **must**    **may**    **might**    **will**    **can**  
**can't**    **ought**    **shall**    **won't**

Examples in sentences:

We **must** take him to the vet's.    I **ought** to take him to the vet's.    I **might** take him to the vet's.

Write some sentences using a range of modal verbs and draw pictures to show the difference between each of the sentences (e.g. '**must**' shows more urgency than '**ought**' or '**might**')

## Questions, statements, commands, exclamations



**A question:** Should I eat the last chocolate?

**A statement:** I am going to eat the last chocolate.

**A command:** Eat the last chocolate.

**An exclamation:** What a delicious chocolate!

Write a variety of sentences in a similar way to those above. Make sure you write whether it is a question, statement, command or exclamation. Make sure to use the appropriate punctuation.

## Prepositions



Prepositions show how things are related. It can describe the position of something, the time when something happens, or the way in which something is done:

e.g. **above**    **under**    **over**    **at**    **on**    **in**    **through**  
**while**    **during**    **until**    **before**    **after**    **outside**    **against**

Read these sentences and put prepositions in the spaces so that it makes sense.

I fell asleep \_\_\_\_\_ the football match.

I found the bird \_\_\_\_\_ the tree.

Ms Henry played table tennis \_\_\_\_\_ school.

Mr Breuer was in a play \_\_\_\_\_ the town hall.

\_\_\_\_\_ the summer lots of people have barbeques.

The bus stopped \_\_\_\_\_ the cinema.