

Spelling Activity - Week 6

LO: We are learning to spell our year 5 and 6 spellings correctly.

Have a look at the spellings below, and highlight/ colour in 8 words that you think you find tricky to spell! These are the words that you will be focussing on this week, do not choose more than 8 as it will be hard to remember them all! Then complete the two spelling activities on the next few pages, using your chosen words.



























accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

- You will need:
- ★ A pencil
 - ★ Coins

SPELLING PRICES

Work out how much your spellings are worth by adding the coins together.

a	b	c	d	e	f	g	h	i	j	k	l	m
												
n	o	p	q	r	s	t	u	v	w	x	y	z
												
Spelling Word			Price				Spelling Word			Price		
Example: <u>tr</u> ain			2p + 2p + 1p + 1p + 2p = 8p									

You will need:
★ A pencil

SECRET CODE

Write your spelling words out using this secret code.

a	b	c	d	e	f	g	h	i	j	k	l	m
←	\$	<	♡	→	÷	=	♠	↓	/	□	▣	⌘
n	o	p	q	r	s	t	u	v	w	x	y	z
⬵	∠	↑	!	£	>	◇	+	▽	-	⬡	♣	□

Spelling Word	Symbols	Spelling Word	Symbols
<u>Example:</u> playing	↑▣←♣!⬡=		

SPaG Challenge

Use the table below to help you add the correct punctuation to the sentences!

Remember, you can use brackets for parenthesis (adding in extra information). Semi colons are to join two main clauses that are closely related together, colons can be to introduce a list and a dask creates a break in a sentence!

E.g. The man walked to the shop (it took him 20 minutes) and bought some bread.

Emma went to Homebase today; she bought lots of paint.

I ate a giant cookie after dinner – delicious!

<p>1 Add brackets to the sentence below.</p> <p>She finally came to my party three hours late and gave me the biggest hug!</p>	<p>2 Add a semi colon to the sentence below.</p> <p>I went to the shoe shop today I bought loads of trainers.</p>
<p>3 Add a dash to the sentence below.</p> <p>The chocolate cake was sitting on the counter top yummy!</p>	<p>4 Add a colon to the sentence below.</p> <p>My P.E bag has a pair of trainers, black shorts, warm jogging bottoms and a plain t-shirt.</p>
<p>5 Add brackets to the sentence below.</p> <p>Blue my favourite colour is the colour of our school uniform.</p>	<p>6 Add a dash to the sentence below.</p> <p>I need to pass my test it's worth 90% of my final grade.</p>

Form of punctuation	What it looks like	How to use your punctuation
Full Stop	.	Used to show the end of a sentence
Question mark	?	Are used after a question
Exclamation mark	!	Used to show strong emotion or louder speech
Comma	,	Show pause in a sentence and can be used to separate items in a list.
Colon	:	Are used at the end of a clause to show an elaboration or explanation
Semi Colon	;	Used to separate too main clauses that could make sense on their own.
Apostrophe	'	Used to show possession or when letters are missing
Inverted commas	" "	Used around the use of direct speech
Dash	-	Creates a break in a sentence, normally in informal writing.
Parenthesis	()	Used to separate information that is not essential to the meaning of the rest of the sentence.
Ellipsis	...	Is used to show missing words or long pause in a sentence.

Year 5

Reading Activity – Week 6

LO: We are learning to retrieve information and make inferences from a text.

For your reading activity this week, can you focus on retrieving information and making inferences from the first page of the book below? The extract is from 'Fire-Girl' by Matt Ralphs.

1 WITCH'S GLADE



*Witches are wise, cunning folk, clever with herbs
and healing. The most skilled – known as Wielders –
harness magic to cast spells and charms.*

Notes on Witchcraft and Demonology by Dr Neil Fallon



The Glade, Wychwood Forest, three days later . . .

Hazel Hooper strolled along the orchard path, whistling quietly and enjoying the sun on her back. Beams of light slanted through the trees, turning the floating cherry blossom into flakes of gold. It was a perfect summer's day in the Glade, the only home she had ever known.

She plucked an apple from her basket and took a huge bite, letting the juice dribble down her chin. *Just right for a pie*, she thought.

She froze, mid-munch, as something large and orange burst out on to the path in front of her. It was Ginger Tom, her mother's bad-tempered cat-familiar, with whom Hazel was in a perpetual state of war. Something small and furry dangled in his jaws.

'Tom!' Hazel shouted. 'What have you got there? Oh, you horrible creature – it's a poor little dormouse.'

Bursting with rage, she hurled her apple as hard as she could. It flew over Tom's head and exploded against a nearby tree, showering him with sticky pulp.

'Pick on something your own size,' she said as he dropped the mouse and disappeared yowling into the undergrowth.

Dropping her basket, Hazel picked up the limp dormouse as gently as she could and enfolded his shaking body in her hands. She closed her eyes, searching for a spark of magic and muttered a healing spell painstakingly memorized from her mother's books.

'*Magia-mus-sanaret*,' she whispered. As usual, nothing happened.

'Hold on, little mouse,' she said, pushing her disappointment aside. 'Ma will set you right.' She scampered out of the orchard into a well-tended vegetable garden. At the end of the path was a cottage with a sagging thatch roof and flowers rambling around the door. Hazel dashed breathlessly into the kitchen. 'Ma, look what I—'

A foul smell stopped her dead. Barely visible through a veil of greasy steam stood Hazel's mother, Hecate.

Retrieving Information

- 1) Find and copy a phrase that shows it is warm in the forest.
- 2) What are the most talented type of witches called?

Making Inferences

- 3) Use evidence from the text to explain how Hazel feels when she sees Ginger Tom.
- 4) Does Hazel find magic easy? Give two reasons for your answer.
- 5) What might be causing the "foul smell"?

Challenge Question (extended answer)

- 6) What do we know about Hazel and her life? Use quotes from the text to back up your answer.

Year 5

Writing Activity - Week 6

Learning Objective:

We are learning to write, using organisational and presentational devices appropriate for our form of writing.

For you writing this week, your task is to use something that has happened since you have been at home as inspiration. You can choose to write about something new you have learnt, a new hobby, what you have been up to in general or your learning from home. You can choose how you present this, it could be:

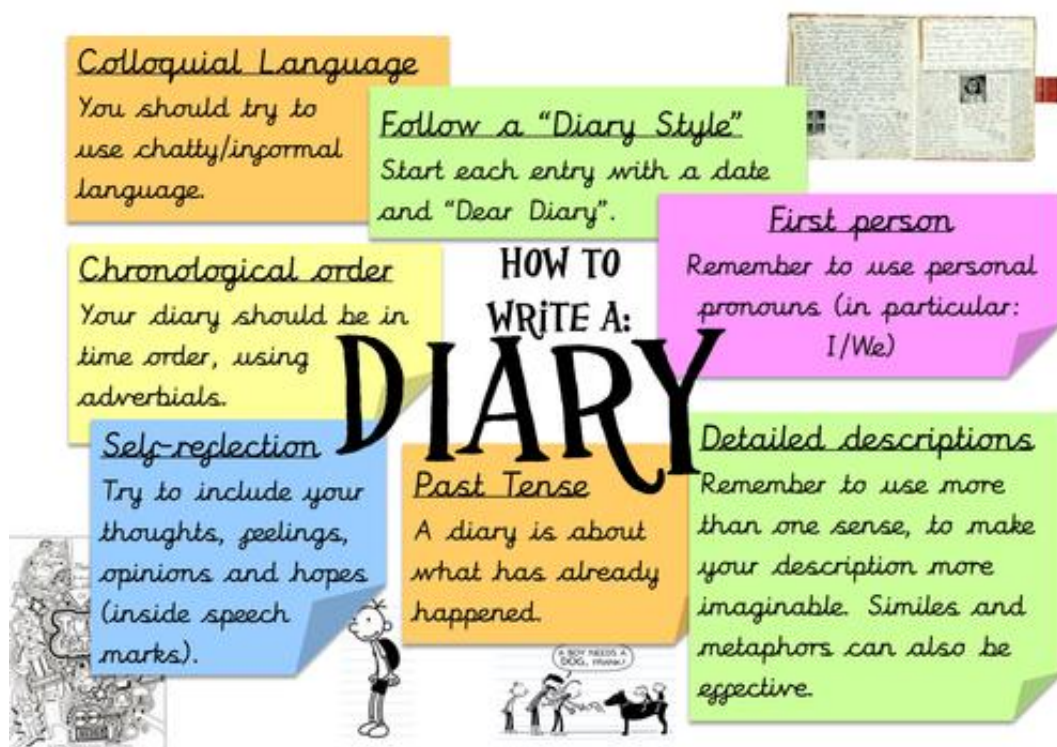
- A fact file
- A script or story about something that happened on a really good day
- A diary entry
- A newspaper report
- A poem
- Instructions (for a new hobby/ something new you have learnt)



*For example, you might choose to write **instructions** for how to bake delicious cookies, write a **diary** entry from a hot day spent at the park. You could write a **newspaper** report about something exciting (for example a breaking news story from when you cleaned your room or went on one of your walks or bike rides), a **fact file** with information about things to do when you are staying at home! You could even write a **poem** about your favourite place that you have been to since being at home - there was a beautiful poem written about the lakes at Sheepwalk a few weeks ago!*

Use the next few pages to guide you with your writing; we are really looking forward to seeing your creativity!

Diary entry:



Colloquial Language
You should try to use chatty/informal language.

Follow a "Diary Style"
Start each entry with a date and "Dear Diary".

First person
Remember to use personal pronouns (in particular: I/We)

Chronological order
Your diary should be in time order, using adverbials.

HOW TO WRITE A: DIARY

Self-reflection
Try to include your thoughts, feelings, opinions and hopes (inside speech marks).

Past Tense
A diary is about what has already happened.

Detailed descriptions
Remember to use more than one sense, to make your description more imaginable. Similes and metaphors can also be effective.

Poetry:


Poetry Language Planner

Think of the **best** words and phrases to use in your poetry!

Nouns Nouns are used to name a person, animal, place, thing or idea. Choose specific nouns , not general ones, e.g. terrier - not dog, daffodil - not flower.	Verbs Verbs are 'doing' words. They usually tell us about an action. Think of strong verbs , e.g. sauntered - not walked, grumbled - not said.	Alliteration Alliteration is the repetition of sounds in a group of words. Dr. Seuss used lots of alliteration, e.g. Aunt Annie's alligator, lazy lion licks a lollipop.
Adjectives Adjectives are describing words. Choose adjectives carefully , e.g. delightful - not nice, ancient - not old.	Adverbs Adverbs describe the way that something happens. Pick adverbs that help us to picture how things happen, e.g. nervously, suspiciously, angrily.	Onomatopoeia Words that sound like the thing they are describing. e.g. whoosh, smash, growl, pop, crunch, clap!
Similes Similes compare different things. They usually use the words 'like' or 'as'. Use similes to make your poem more interesting, e.g. The greyhound sprinted as fast as lightning.	Metaphors Metaphors compare different things by suggesting that they are similar. e.g. The cloud was a thunderous monster. George was a silent stone when his teacher roared.	Personification Saying that non-living things have human qualities. e.g. The moon winked through the cloudy sky. The daisies danced in the gentle breeze.

Newspaper report:

Success criteria checklist for newspaper reports



Headline

- Bold writing and capital letters
- Rhymes, puns, alliteration, letter/word play

Lead paragraph

- 5 W's
- Short snappy sentences
- 1x paragraph

Main body

- Facts
- Paragraphs
- Order of events
- Quotes (direct and indirect speech)

Photographs and captions

- Linked to the story
- Explain what is happening in the photo

By line

- Who wrote it?

Other things to consider

- Punctuation
- Handwriting
- Spelling

Instructions:

10 top tips for writing clear instructions

- 1. Know what to do**
If you don't understand a process, you won't be able to explain it clearly.
- 2. Write in small steps**
Each step should be one small job. Don't include lots of different things to do in the same sentence.
- 3. Write in chronological order**
Steps should be written in the order in which they need to be done. Think about what needs to be done to prepare for a task and include this first.
- 4. Use 'bossy' verbs**
Start every step with an imperative or 'bossy' verb. For recipes these might be words such as *add*, *mix* and *put*.
- 5. Use numbers, bullets and headings**
Use numbers or bullets to guide the reader through the steps. For a complex task with lots of different stages, break up the text with headings.
- 6. Keep it simple**
Don't use fancy and descriptive language in instructions. Keep sentences short.
- 7. Include diagrams**
Include diagrams if these help. Diagrams are often useful in instructions for craft activities, for example.
- 8. Include a list of equipment**
If lots of things are needed for the task, you might want to include a 'What you need' list at the beginning.
- 9. Edit and revise**
As with all types of writing, it is important to check and edit your work. Is everything clear? Do the diagrams match the text? Are all items mentioned in the instructions listed under 'What you need'?
- 10. Test it out**
Ask someone who doesn't know how to carry out the task to test your instructions. Did they find them easy to follow? If not, work out why and edit your writing again.

Non-chronological report (fact file) -

