



W.C. 1st June 2020

English

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1>

Use these worksheets to work from and not on. All you need is a piece of paper, pen or pencil and maybe a ruler.

After watching the videos and having a go at the practise activities, have a go at these activities. Depending on your confidence choose Mild, Medium or Spicy.



Spellings

With Monday's lesson being on antonyms and synonyms, here are you spelling for this week. They are a combination of synonyms for good and bad (which are antonyms of each other).

Exceptional

Marvelous

Satisfactory

Superb

Favourable

Atrocious

Unacceptable

Lousy

Shoddy

Monday

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Synonyms and antonyms

antonym [an-tuh-nim] [SHOW IPA](#)

[SEE SYNONYMS FOR antonym ON THESAURUS.COM](#)

noun

- 1 a word opposite in meaning to another. *Fast* is an antonym of *slow*.: Compare [synonym](#)(definition 1).

synonym [sin-uh-nim] [SHOW IPA](#)

[SEE SYNONYMS FOR synonym ON THESAURUS.COM](#)

noun

- 1 a word having the same or nearly the same meaning as another in the language, as *happy*, *joyful*, *elated*. A dictionary of synonyms and antonyms (or opposites), such as Thesaurus.com, is called a [thesaurus](#).

Complete the practise activities on Bitesize.

Once you have completed this, complete the activity below.

Mild

In your book rewrite the passage below, replacing the underlined words with synonyms.

The Little Hangletons all agreed that the old house was "creepy." Half a century ago, something strange and horrible had happened there, something that the older inhabitants of the village still liked to discuss when topics for gossip were scarce. The story had been picked over so many times, and had been embroidered in so many places, that nobody was quite sure what the truth was anymore. Every version of the tale, however, started in the same place: Fifty years before, at daybreak on a fine summer's morning, when the Riddle House had still been well kept and impressive, a maid had entered the drawing room to find all three Riddles dead.

Medium

In your book rewrite the passage below, replacing the underlined words with synonyms.

The hottest day of the summer so far was drawing to a close and a drowsy silence lay over the large, square houses of Privet Drive. Cars that were usually gleaming stood dusty in their drives and lawns that were once emerald green lay parched and yellowing - for the use of hosepipes had been banned due to drought. Deprived of their usual car-washing and lawn-mowing pursuits, the inhabitants of Privet Drive had retreated into the shade of their cool houses, windows thrown wide in the hope of tempting in a non-existent breeze. The only person left outdoors was a teenage boy who was lying flat on his back in a flowerbed outside number four.

Spicy

Rewrite the passage below in your book, identifying words you can change for synonyms and changing these. Remember to make sure sentences still make sense.

He was a skinny, black-haired, bespectacled boy who had the pinched, slightly unhealthy look of someone who has grown a lot in a short space of time. His jeans were torn and dirty, his T-shirt baggy and faded, and the soles of his trainers were peeling away from the uppers. Harry Potter's appearance did not endear him to the neighbours, who were the sort of people who thought scruffiness ought to be punishable by law, but as he had hidden himself behind a large hydrangea bush this evening he was quite invisible to passers-by. In fact, the only way he would be spotted was if his Uncle Vernon or Aunt Petunia stuck their heads out of the living-room window and looked straight down into the flowerbed below.

Want more? - Go onto purple mash for the 2do called 'Synonyms and antonyms'.

Tuesday

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Character development and semi-colons

How are semi-colons used?

Semi-colons are mainly used within a sentence to separate clauses. The clauses must be on the same theme and not be joined together with a conjunction; the semi-colon takes the place of the conjunction within the sentence.

It was cold and the sun was shining.



It was cold; the sun was shining.

As with commas and full stops, semi-colons make the reader 'pause' when they come across them. A reader should pause for a short time with a comma, for longer and more deliberately with a semi-colon and longest for a full stop.

I love to sing; my brother loves to dance.

A pessimist sees the difficulty in every
opportunity; an optimist sees the
opportunity in every difficulty.

The town was deserted;
everyone was on holiday.

After going through the practise on Bitesize, I would like Mild, Medium and Spicy to all have a go at the same activities.

We have had practise on semi-colons a few weeks ago.

| Semicolons: where should they go?

Have a go!

1. The rabbit had been sadly neglected it was in an awful state.
2. John opened the drawer It was empty.
3. The wedding invitations have all been sent out two hundred guests are expected.
4. Tom was very clever and worked hard he deserved to pass all his Sats.
5. Sally's birthday Is In November John's Is In September.

Finish these sentences:

Michael looked up and grimaced

Sameer turned towards the dog

Uncle Tom was furious

Eden heaped the spinach onto her plate

The referee blew his whistle

The car sped into the corner

The zebra looked out towards the lake

The crowd huddled around the small boy

The ship crashed into the towering waves

Wednesday

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Setting and subordinate conjunctions

Subordinating conjunctions

A conjunction is a word, or words, used to connect two clauses together. Words such as: 'although', 'because' or 'when'.

A subordinating clause is a part of a sentence that adds additional information to the main clause. A subordinating conjunction is simply the word/words that is used to join a subordinating clause to another clause or sentence.



"He was annoyed, the train had stopped."

"He was annoyed because the train had stopped."

By adding 'because' we are linking the subordinating clause "the train had stopped" with the main clause "He was annoyed".

Mild

For each sentence chose the best conjunction:

1. Take the cake out of the oven as soon as/since the timer goes off.
2. Cut the paper in half before/until you decorate it.
3. Don't cross the road on a sharp bend while/because it is dangerous.
4. Put you socks on before/unless you put your shoes on.

For each sentence add the best conjunction:

5. Keep the baked potatoes in the oven for _____ they need to cook properly.
6. Keep your hand on the wound _____ the nurse asks you to take it off.
7. Only use the apples _____ they are in date.

Medium

1. Take the cake out of the oven _____ the timer goes off.
2. Cut the paper in half _____ you decorate it.
3. Don't cross the road on a sharp bend _____ it is dangerous.
4. Keep the baked potatoes in the oven for _____ they need to cook properly.
5. Keep your hand on the wound _____ the nurse asks you to take it off.
6. Only use the apples _____ they are in date.

Conjunctions can also come at the start of the sentence

Chose or add in the best conjunction.

7. When/until _____ the timer goes off you can start golden time.
8. Unless/ Because _____ the ice is cold, you must wear gloves.
9. _____ the hob is in a low heat you can leave the carrots to cook.
10. _____ you put the lego bricks together, check they are the right colour.

Spicy

For each sentence add in the best conjunction:

1. Take the cake out of the oven _____ the timer goes off.
2. Don't cross the road on a sharp bend _____ it is dangerous.
3. Keep your hand on the wound _____ the nurse asks you to take it off.
4. Only use the apples _____ they are in date.

Write two sentences of your own using a conjunction. Make sure they are instructions.

Conjunctions can also come at the start of the sentence

For each sentence add in the best conjunction:

5. _____ the hob is in a low heat you can leave the carrots to cook.
6. _____ you put the lego bricks together check they are the right colour.
7. _____ the kettle has boiled, pour the water into a cup.
8. _____ you have gather all the equipment, start building the model.

Write two sentences of your own using a conjunction **at the start**. Make sure they are instructions.

Thursday

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Using fronted adverbials

'Fronted' adverbials are 'fronted' because they have been moved to the front of the sentence, before the verb. In other words, fronted adverbials are words or phrases at the beginning of a sentence, used to describe the action that follows.

A comma is normally used after an adverbial (but there are plenty of exceptions to this rule).

For example:

Before the sun came up, he ate his breakfast.

All night long, she danced.

As fast as he could, the rabbit hopped.

Under the clock, he stood and waited.

By the train station, we met.

The fronted adverbials in these sentences are in blue.

Mild

Can you match the fronted adverbial to each sentence so they all make sense?

Gently,
Before I go to bed,
At last,
Suddenly,
At the park,
Every playtime

I clean my teeth.
The ground began to shake.
I lost my coat.
I play football.
She lifted the sleeping baby.
I reached the finish line.

Medium/Spicy

Use this bank of fronted adverbials to write a paragraph about a funny story that has happened while you have been off school.

When

Every week ...
During playtime ...
Once a year ...
Before I go to bed ...
When I go home ...

How

Without ...
Running ...
Carefully ...
Suddenly ...
Gently ...

Where

Beside my bed ...
On holidays ...
In the park ...
At home ...
Outside my house ...

Try using some of these fronted adverbials in your sentences!



Friday

Grammar Hammer

Using all your work from the last few weeks, choose a Grammar Hammer to attempt.

Mild

1. Underline the prefix which means 'over' or 'above'.			2. Underline the suffix which, when added, forms a noun.		
non	pre	super	dream	ing	er
3. Underline the correct homophone to use in this sentence.			4. Underline the correct homophone to use in this sentence.		
The dog jumped over the (<u>style</u> / stile).			The (<u>toad</u> / towed) leapt into the pond.		
5. Underline the word with the correct spelling.			6. Underline the word with the correct spelling.		
<u>magishun</u>	magician	<u>magition</u>	mission	<u>mishun</u>	<u>mition</u>
7-8. Number these words to show their alphabetical order.					
phase		phrase		pride	
				play	

9. Underline the words which have a similar meaning to the word in bold (synonyms).				
walk	amble	stroll	plod	follow
10. Underline the determiners in the sentence below.		11. Circle the nouns in the sentence below.		
The old, red bus came slowly down the street.				

12-13. Underline two connectives that can be used to signal time and sequence.				
later	of course	earlier	undoubtedly	unless
14-15. Underline the proper nouns or pronouns in this sentence to avoid repetition.				
As (<u>David</u> / He) leant against the wall, (he / David) took a sip of (David's / his) cool drink.				
16-17. Underline two fronted adverbials that might help signal surprise or suspense.				
Suddenly,	Out of nowhere,	Nevertheless,	In truth,	
18. Underline the correct word to complete the sentence.		19. Underline the correct word to complete the sentence.		
You shouldn't have (<u>tore</u> / torn) the book.		"Tell Mum I have (<u>took</u> / taken) the key."		

20-21. Underline the fronted adverbial. Punctuate this sentence using commas.	
The next morning Bill got up early had breakfast and walked to the shop for his paper.	
22-23. Punctuate the sentences using the apostrophe (') to show singular or plural possession.	
The <u>b o y s</u> toy was broken.	Both <u>b o y s</u> toys got broken.
24-25. Punctuate these sentences using inverted commas (" "), commas (,) and any other punctuation needed.	
Would you like some cake asked Amy	It's good she said It's homemade

Medium/Spicy

1. Underline the suffix that turns the adjective into a verb.			2. Underline the suffix that turns the noun into a verb.		
deaf	en	ify	category	ate	ise
3-4. Underline any silent letters in these words.					
knee	hand	autumn	winter		
5-6. Underline the correct word to use in each sentence. Use a dictionary if you need to.					
Look how much you've (<u>groan</u> / grown).			My throat feels (<u>horse</u> / hoarse).		
7. Use a dictionary to find the meaning of this word.					
curio					
8-9. Number these words to show their alphabetical order.					
stuck		study		string	
				stall	
10-11. Underline two connectives that can be used to give opinion.					
however	including	whereas	but	previously	
12-13. Underline two sentence openers that might help show surprise or suspense in a piece of writing.					
In a flash,	Many agree,	All of a sudden,	For this reason,		
14-15. Underline the correct verb tenses to complete the sentences.					
The horse (<u>ran</u> / run) towards the gate.			I love to see him (<u>ran</u> / run).		
16. Underline the correct verb to agree with the subject.			17. Underline the correct verb to agree with the subject.		
Sarah or Simon (<u>walk</u> / walks) the dog.			Everyone in the class (<u>has</u> / have) a ticket.		
18-19. Underline the correct verb to make these sentences correct.					
She (<u>stolen</u> / stole) the boy's bike.			The boy's bike was (<u>stole</u> / stolen).		
20-21. Cross out any words which are redundant in this sentence to convey the information concisely.					
The sailor pulled with all his might as hard as he could on the dirty, filthy rope.					
22. Underline the correct modal verb to complete the sentence.					
The cat looks hungry. I (<u>can</u> / would / shall) feed him.					
23. Underline the relative clause in this sentence.					
The trousers, which made him look like a clown, were too short.					
24. Use a comma to punctuate this sentence and make the meaning clear.					
After the football match the players did a lap of honour.					
25. Punctuate this sentence with commas to show parenthesis.					
Mrs Little my teacher loves to play football with us.					