

W.C. 27th April

English

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

After watching the videos and having a go at the practise activities have a go at these activities. Choose whether you need to attempt the medium or spicy challenge!



Monday

<https://www.bbc.co.uk/bitesize/articles/zb2wjhv>

Punctuation and inverted commas

Watch the video recaps on inverted commas (speech marks).

Inverted commas

- When you are writing, inverted commas (speech marks) go before and after direct speech. They surround what was said by the speaker.

Example: **"I'm hungry," she complained.**

- If another character replies, use another set of inverted commas.

Example: **"What's for tea?" she asked. "Delicious ants!" her mum replied.**

Punctuating speech

- Each new piece of speech must start with a capital letter.
- Punctuation, such as question marks, full stops and exclamation marks go inside the inverted commas.
- If you name the person who is speaking before the speech, you must use a comma before the first set of inverted commas.

Example: **Mr Fox exclaimed, "Let's go for a run!"**

Complete just activity 1 on Bitesize.

Medium Challenge

Direct speech

Use of inverted commas and other punctuation to indicate direct speech.

Add the correct punctuation for the direct speech in this passage.

Tara and Guy sped up and were delighted to reach the van before anyone else. But, to their surprise, Natasha wasn't inside her van. She was standing on the roof. Her ice-cream machine was up there, along with all her chocolate flakes, coloured sprinkles, toffee logs, chopped nuts and delicious sauces. What do you want she demanded looking down at Tara and Guy. Why are you up there asked Tara. You use the word 'up' replied Natasha sourly but if you were on a plane you'd ask why I was 'down' here, and if you were standing on another ice-cream van you'd ask why I was on the 'same level' as you. So, your question is irrelevant. I'm here. I'm serving my world-famous ice cream. So, I repeat, what do you want



Spicy challenge

Challenge: Turn this comic strip into a piece of text using direct speech.

The characters are Tara (schoolgirl), Guy (schoolboy), Natasha (ice-cream seller from the above picture).



Answers - on "Year 5 English answers document".

Want more? – Purple Mash 2Do quizzes have been set for you

Tuesday

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Using apostrophes

1. Use an apostrophe + S ('s) to show that one person/thing owns or is a member of something.

- Amy's ballet class, Lisa's car, Robert's car, Ross's room, Ross's sports teams

Yes, even if the name ends in "s," it's still correct to add another "'s" to create the possessive form. It is also acceptable to add only an apostrophe to the end of singular nouns that end in "s" to make them possessive. In this case, you can show possession for Ross either way:

- Ross'
- Ross's

There's really only one rule for apostrophes and contractions, aside from careful placement:

1. When you combine two words to make a contraction, you will always take out some letters. In their place, use an apostrophe.

- they + have = they've; are + not = aren't; they + will = they'll

Watch the video recap or this one if you prefer <https://www.youtube.com/watch?v=zNFPnVz7JB4>

Have a go at the practise activity and then the activities on bitesize.

Medium challenges

Possession



The gun belongs to the clone trooper.

It is the _____.



These guns belong to the clone troopers.

These are _____.

Omission



I do not like the clone trooper.

I _____ like the clone trooper.

"The ability to destroy a planet is insignificant next to the power of the apostrophe."



Re-write the following sentences using apostrophes for omission and possession.

- 1) Darth Vader is **Lukes** father.
- 2) Darth Vader **can not** take off his mask as he needs it to live.
- 3) Luke **did not** know that Darth Vader was his father.
- 4) If you **have not** seen any of the Star Wars films then **I will** be rather shocked.
- 5) Darth **Vaders** lightsaber is red.
- 6) The Jedi **will not** defeat me. **They are** too weak.
- 7) The Death Star is the Galactic **Empires** ultimate weapon.

Spicy Challenges

Put the apostrophes in the correct place!

Darth Vader: Luke... help me take this mask off.

Luke: But youll die.

Darth Vader: Nothing... can stop that now. Just for once... let me... look on you with my *own* eyes.

[Luke takes off Darth Vaders mask one piece at a time.]

Anakin: Now... go, my son. Leave me.

Luke: No. Youre coming with me. I wont leave you here, Ive got to save you.

Anakin: You already... have, Luke. You were right. You were right about me.

[Anakin slumps down in death]

Luke: Father... I wont leave you.



Write a paragraph about your favourite film or a film you have recently watched using apostrophes for omission and possession.

Try and use some of the following words BUT using omission:

It is you have did not I am I have you will they are you are

e.g. My favourite film is Ironman. It's absolutely amazing; you'll love it! I've watched it so many times but I'll probably watch it again on the weekend. Tony Stark's iron suits help him to save the whole world. One day I'm going to be as cool as Ironman!

Want more? – Have a go at the 2Do's on Purple Mash

Wednesday

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Using Ellipsis

What is an ellipsis?

An ellipsis highlights the omission of a word or phrase within a sentence. It is **a series of three consecutive dots that indicates the writer has deliberately missed out a word, sentence, or whole section from a text**, without altering its original meaning.

How is an ellipsis used?

The ellipsis punctuation mark is three consecutive dots used to demonstrate that an ellipsis can be used to show:

- A pause for effect to increase tension
- An unfinished thought, or one where some meaning is implied and not spelled out
- A trail off into silence
- A word or words have been missed out from a text deliberately

For example:

Slowly, we crept on into the dark cave...

**He carefully opened the container and
discovered... loads of coins!**

**“Do you think you’re ready? I just don’t
know if I...” stammered Tom.**

**The review states: “I enjoyed the film
immensely ... it’s perfect family fare.”**

Watch the video recap or this one if you prefer <https://www.youtube.com/watch?v=MXu7C78QPe0>

Have a go at the practise activity and then the activities on bitesize.

After this, try one of the challenges below

Write the answers on a piece of paper and use the “Year 5 English answers document” to self mark

Medium Challenge

16. Underline the correct verb to agree with the subject.	17. Underline the correct verb to agree with the subject.
He and his friends (<u>is</u> / are) at the fair.	Mum or dad (<u>is</u> / are) there.

18-19. Underline the correct verb to make these sentences correct.	
He has (<u>did</u> / done) his homework.	He (<u>did</u> / done) his homework last night.

20-21. Cross out any words which are redundant in this sentence to convey the information concisely.
There was absolutely no need what so ever to kill the huge giant.

22. Underline the correct modal verb to complete the sentence.
He swims really well. He (<u>can</u> / should / must) practice a lot.

23. Underline the relative clause in this sentence.
The injured policeman, who was bleeding badly, staggered to the van.

24. Use a comma to punctuate this sentence and make the meaning clear.
While I was eating the cat scratched the door.

25. Punctuate this sentence with brackets () to show parenthesis.
The <u>pyramids</u> of Ancient Egypt are enormous.

Total:		Red (0 – 9)	Yellow (10 – 19)	Green (20 – 25)
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1. Underline the suffix that turns the noun into a verb .			2. Underline the suffix that turns the noun into a verb .		
pollen	ate	en	class	ise	ify

3-4. Underline any silent letters in these words.
sheep lamb knife fork

5. Underline the correct word to use in this sentence.	6. Underline the correct word to use in this sentence.
I had (<u>cereal</u> / serial) for breakfast.	Have you (<u>heard</u> / herd) the news?

7. Use a dictionary to find the meaning of this word.
predator

8-9. Number these words to show their alphabetical order.
frightful fantastic dangerous fragment

10-11. Underline two connectives that can be used to signal addition (or are synonymous with the word 'and').
furthermore however afterwards as well as suddenly

12-13. Underline two sentence openers that might help structure a piece of persuasive writing.
First of all... Once we arrived... Most would agree... Later that day...

14-15. Underline the correct verb tenses to complete the sentences.	
I (<u>send</u> / sent) you a text last night.	Please (<u>send</u> / sent) me one back.

Spicy Challenge

1. Underline the suffix that turns the adjective into a verb.			2. Underline the suffix that turns the adjective into a verb.		
mobile	<u>ify</u>	<u>ise</u>	loose	<u>ate</u>	<u>en</u>
3-4. Underline any silent letters in these words.					
castle	tower	reign	rule		
5-6. Underline the correct word to use in each sentence. Use a dictionary if you need to.					
David Beckham is my (idle / idol)			The bride walked down the (isle / aisle)		
7. Use a dictionary to find the meaning of this word.					
cursory					
8-9. Number these words to show their alphabetical order .					
bright		bring		brought	black
10-11. Underline two connectives that can be used to give opinion .					
it is likely	unexpectedly	perhaps	many	for example	
12-13. Underline two sentence openers that might help show surprise or suspense in a piece of writing.					
That very moment,	In the end,	Suddenly,	Unless,		
14-15. Underline the correct verb tenses to complete the sentences.					
A text (<u>flash</u> / flashed) up on my screen.			They (<u>flash</u> / flashed) up when I turn it on.		
16. Underline the correct verb to agree with the subject .			17. Underline the correct verb to agree with the subject .		
Neither of them (<u>like</u> / likes) going to bed.			Every penny (has / <u>have</u>) to be counted.		
18-19. Underline the correct verb to make these sentences correct.					
Dan (<u>spoke</u> / spoken) to the teacher.			Dan has (<u>spoken</u> / spoke) to the teacher.		
20-21. Cross out any words which are redundant in this sentence to convey the information concisely.					
She carefully, cautiously sipped the hot, boiling, scorching cup of tea.					
22. Underline the correct modal verb to complete the sentence.					
My mum says I (<u>should</u> / ought to / will) not talk to strangers.					
23. Underline the relative clause in this sentence.					
The orchestra, when the conductor signalled, began to play.					
24. Use a comma to punctuate this sentence and make the meaning clear.					
After he had won the runner went up for his medal.					
25. Punctuate this sentence with commas , to show parenthesis .					
The lungs which are protected by our ribs help us breathe.					
Total:		Red (0 – 9)	Yellow (10 – 19)	Green (20 – 25)	

Thursday

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Using brackets

Brackets

Brackets can be used to add additional information to a sentence.

Without brackets: Albert the alien was in charge of the wrecking ball.

With brackets: Albert the alien (who had no training) was in charge of the wrecking ball.

The sentence has to make sense without the words inside the brackets, it's just a bit more interesting with the added detail.

Watch the video recap or this one if you prefer <https://www.youtube.com/watch?v=YZJbRaA3LUI>

Have a go at the practise activity and then the activities on bitesize.

REMEMBER, WE ARE ONLY FOCUSING ON BRACKETS TODAY!

Medium Challenge

Use brackets to add the extra information underlined to the sentence.

- 1) John watched a scary film what was it called? last night
- 2) Sarah and her friend named went to the park to play on the swings.
- 3) I lost my phone what phone is it? while I was out yesterday.
- 4) Prince Harry son of ... served in the British army.

- 5) Dolphins belong to the mammal group of vertebrates what does vertebrate mean
- 6) My car is in the drive with a ...
- 7) They went to the park to meet with Steven's mum what's her name?
- 8) I bought some shoes that were in my favourite colour what colour?
- 9) I watched a beautiful sunset with who?
- 10) The boys how old were they? spent all night on the PlayStation.

Spicy Challenge

Use brackets to add extra information after a noun.

- 1) John watched a scary film last night.
- 2) Sarah and her friend went to the park to play on the swings.
- 3) I lost my phone while I was out yesterday.
- 4) Prince Harry served in the British army.
- 5) Dolphins belong to the mammal group of vertebrates.
- 6) My car is in the drive.
- 7) They went to the park to meet with Steven's mum.

Activity Two:

Create your own sentences that include extra information and use commas, dashes or brackets to highlight the extra information.

Want more? – Have a go at the 2Do on Purple Mash

Remember, dashes and commas can be used in the same way as brackets for parenthesis!

Friday

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

Reading lesson:
London Eye
Mystery by
Siobhan Dowd

Today, we will focus on our comprehension and reading skills (our Reading Vipers). Listen to the videos and read the extracts and work through the activities. It would be superb if you could talk through your answers with an adult first to help shape and extend your answers.



Pyjamarama: Friday 1 May

To celebrate the bedtime story and reading together, this year's Pyjamarama will be a day when families across the country can join in a festival of story-filled fun at home.

There'll be loads of activities and events for children to take part in – the only requirement is that they're done in pyjamas!

To make things even more fun, we've got PJ Masks, Horrid Henry and Tracy Beaker on board. They'll be helping out and providing extra ideas and activities for a brilliant day in pyjamas on Friday 1 May.

A wonderful day to celebrate our love of reading. The only catch is you have to do it in your pyjamas!

Follow this link for lots of ideas on how to celebrate and have fun on this special day.

Keep a close eye on the Year 5 YouTube channel too as Mr Cunningham and Miss Healey will be reading a story in our pyjamas!

