



W.C. 8th 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.



Additional Resources:

https://www.englishmastery.org/wp-content/uploads/2020/03/Pupil_English_Year-5-Workbook-WK1-4-V2.pdf

This week's English Home Learning activities link to our theme of 'Space.'

Spellings

Here are 10 spellings to do with 'Space', that you may wish to practise and attempt on Friday. These words could come up in your English home learning and themed learning this week, so we thought it was best that we learnt to spell them correctly! Practise how you usually and/or on

Study Ladder

<https://www.studyladder.co.uk/games/activity/look-cover-spell-space-34217?backUrl=/games/literacy/gb-year-five/english-spelling-and-vocabulary-185>

planets
orbiting
star
galaxy
gravitational
meteor
asteroid
eclipse
comet
meteorite

Monday

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

Direct and Indirect Speech

Starter – look at the image below and answer the questions giving your opinion.



1. Can you describe what it might feel like to be walking on the moon?
2. It is extremely expensive to send a man/woman into space. It is even more expensive and dangerous to send people to the moon: it hasn't been attempted for many years. Do you think it is important that we try to understand more about space and the moon?

Direct Speech

- Direct speech is **any word spoken** by a character, it can be used to help develop the characters and plot.
- Direct speech should sit inside **speech marks**.
- Direct speech must be **carefully structured and punctuated** to clearly separate it from the rest of the text.

Remember these key rules that we have looked at earlier this year...

Speech marks

Punctuation is used in direct speech to separate spoken words, or dialogue, from the rest of a story. The words spoken by a character sit inside speech marks:

“Did you hear that noise?” whispered Sam.

Speech marks are sometimes known as inverted commas or quotation marks.

Some writers use double speech marks and some use single speech marks. You can use either type as long as you are consistent - it's important not to swap between the two.

Remember to open - and close - the speech marks at the start - and end - of the direct speech:

“I think there is something moving in the bushes,” George said.

<https://www.bbc.co.uk/bitesize/clips/zvftsbk>

New speaker, new line

Direct speech is carefully structured to help the reader follow the conversation. Every time there is a new speaker in the conversation, a new line is used.

Each new section of dialogue is like beginning a new paragraph, so in a printed novel you will see that each new line is also **indented** - this is when a line starts further in from the margin. Each new line of direct speech should also start with a capital letter:

“I think there is something moving in the bushes,” George said, looking carefully in the direction from which the sound came.

“I can't see anything,” said Molly.

“Perhaps we should turn our torches on,” whispered George.

“Okay, but let's be really quiet.”



“I can't see anything,” said Molly. The reporting clause 'said Molly' tells the reader who is speaking

A **reporting clause** after the direct speech tells the reader who is speaking. The last line above misses the reporting clause because the reader can see that the character Molly is replying to George. Once a conversation gets started, it's fine to drop the reporting clauses.

Punctuation inside speech marks

Each section of direct speech should **end with a punctuation mark**. If there is no reporting clause then this is likely to be a full stop, question mark or exclamation mark:

“Listen! I definitely heard something that time!”

Notice that these punctuation marks are included **inside** the speech marks. If there is a reporting clause, then there is often a comma before the final speech marks:

“I think we should go inside now,” said Molly.

There is usually a full stop after the reporting clause. This may come later if the sentence continues:

“I think we should go inside now,” said Molly as she moved towards the house.

Moving the reporting clause

Sometimes the reporting clause is added in the middle of the direct speech:

“I think we should go inside now,” said Molly. “I just saw the lights come on.”

In this example, the punctuation still goes inside the speech marks of the first section. A punctuation mark is then used after the reporting clause, before the next set of speech marks. The second section of direct speech ends with the punctuation mark inside the speech marks.



A reporting clause can also be used to separate the speech of one character - “I think we should go inside now,” said Molly. “I just saw the lights come on.”

<https://www.bbc.co.uk/bitesize/topics/zr6bxyc/articles/zhqh92p>

Using Direct Speech

Let's look carefully at the direct speech sentence.

What do you notice?

“I bid you farewell Earthlings!” shouted Iggy from his spaceship.

I bid you farewell Earthlings!

The exact words of the speaker are enclosed in inverted commas (speech marks).

In direct speech, the exact words of the speaker are quoted with no change to their content or order.

The correct punctuation is used before the inverted commas close.

There is often a reporting clause to explain who said the speech. Sometimes the reporting clause can be extended with an adverb, subordinate clause or prepositional phrase to explain more about how, where or when the speech was said. The reporting clause can appear before or after the spoken words themselves.

Indirect Speech

Indirect Speech, also known as Reported Speech, is reporting what somebody has said. It does not have to be their exact words (unlike direct speech, which is exactly what the person says).

E.g. The courageous astronauts claimed he had no fears about boarding the Space X spacecraft.

Using Indirect Speech

I bid you
farewell
Earthlings!

Now, let's take a look at the indirect (reported) speech sentence.

How is it different to the direct speech sentence?

From his spaceship, Iggy bid farewell to the Earthlings.

In indirect speech, no inverted commas (speech marks) are used.

The actual words of the speaker are often changed. The spoken words need to be in the correct tense, extra words may need to be added and pronouns may need to be changed (e.g. I → Iggy).

There are no reporting clauses within indirect (reported) speech. However, an adverb or prepositional phrase to explain more about how, where or when the speech was said can be added if needed.

Complete the Practise Tasks on Bitesize and then have a go at your chosen activity.

Mild

Decide whether the following are examples of direct or indirect speech.

Speech	Direct or Indirect Speech?
William asked if he could have a turn on the slide.	
"It's my turn next," Shiya shouted.	
Dad said that the children should stop arguing.	
Kylie mentioned that the swings were free.	
"I love the park," squealed Emir.	
Mum told the children that it was time to go home.	

Add any missing punctuation to the sentences containing direct speech.

1. I want sweets! shouted the little girl.
2. As I was walking away, my friend called Don't forget your bag!
3. Please can you help me with my maths work? asked Reuben quietly.

Change the direct speech in the sentences to indirect speech.

1. "We must work together!" declared Alexander.

2. "If we are late, we might miss the show," stated my sister anxiously.

3. "My mum said, "Don't worry, there is plenty of time to get there."

Medium

Decide whether the following are examples of direct or indirect speech.

Speech	Direct or Indirect Speech?
Nervously, William asked if he could have a turn on the slide.	
"It's my turn next," Shiya shouted as she pushed past William.	
"Stop pushing in. You always do that!" Jacob called angrily.	
Dad said that the children should stop arguing and just enjoy playing together.	
Kylie mentioned that the swings were free so maybe they should go on them instead.	
"I love the park," squealed Emir as he toddled towards the swings.	

Add any missing punctuation to the sentences containing direct speech.

1. I want sweets shouted the little girl as she ran into the shop.
2. My friend called as I was walking away from the park Don't forget your bag
3. Please can you help me with my maths work asked Reuben quietly.
4. Will we ever get there whined the young child during the long car journey.

Change the indirect speech in the sentences to direct speech.

1. Alexander declared that we should all work together.

2. My sister anxiously stated that if we were late, we might miss the show.

3. My mum reassured her not to worry because there was plenty of time to get there.

Here is an image of the SpaceX astronauts aboard the International Space Station (ISS), talking to NASA.

1. Have a go at writing a piece of **direct speech** of what they might have said (remember the rules).



2. Have a go out writing a few sentences using **indirect speech** or reported speech for the same picture.

Spicy

Decide whether the following are examples of direct or indirect speech.

Speech	Direct or Indirect Speech?
Nervously, William asked if he could have a turn on the slide as his sister played in the sandpit.	
"It's my turn next," Shiya shouted as she pushed roughly past William.	
Dad called out that the children should stop arguing and just enjoy playing together.	
Kylie mentioned that the swings were free so maybe they should go on them instead of arguing about the slide.	
"I love the park," squealed Emir as he toddled towards the swings happily.	

Add any missing punctuation to the sentences containing direct speech.

1. As the little girl ran into the shop she was shouting I want sweets
2. Don't forget your bag my friend called as I was walking away from the park
3. Please can you help me with my maths work asked Reuben quietly I'm finding it quite tricky
4. Will we ever get there whined the young child during the long car journey I'm hungry

Rewrite the sentences. Change the direct speech to indirect speech, and the indirect speech to direct speech.

1. My sister anxiously stated that if we were late, we might miss the show.

2. My mum reassured her not to worry because there was plenty of time to get there.

3. "Can we have ice creams, mum?" pleaded Sophia as soon as she heard the ice cream van coming.

4. "I will gently check Fudge's ears," the vet said when we took my poorly dog to see her.

5. The head teacher commented that the children looked smart as they filed into the hall.

Here is an image of the SpaceX astronauts aboard the International Space Station (ISS), talking to NASA.

Write a paragraph that includes both **direct** and **indirect** speech about what might have been said.



Answers - on "Year 5 English answers document".

Tuesday

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

Fact and opinion

<https://www.bbc.co.uk/bitesize/topics/zs44jxs/articles/z3wgqhv>

Facts

Facts:

- Facts are definitely true.
- They can be backed up with evidence.
- For example, 'the Prime Minister is giving a speech.'

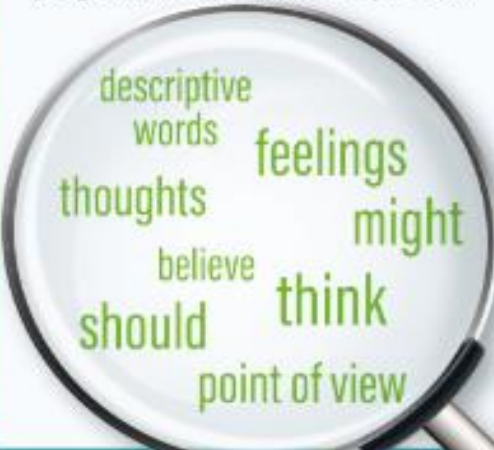
Opinions

Opinions:

- Your opinion is how you feel.
- Other people might think differently, they have a different opinion.
- For example, 'having a teenager as Prime Minister is a terrible idea.'

Fact vs Opinion

When reading a text, it is important to know the difference between fact and opinion.

Fact	Opinion
A fact is a true statement that can be proven through research or observations. 	An opinion is a personal view or judgement that cannot be proven. 
Nelson Mandela was born on 18th July 1918.	Nelson Mandela was the best president of South Africa.
The average temperature in London in July is 19°C.	The weather in London in July is pleasant.
Earth is the third planet from the sun.	I think there is life on other planets in the solar system.
Bananas are yellow.	Bananas taste nice.
This year, 10% more pupils had detention than last year.	The behaviour of pupils is getting worse.

Be careful, opinions are sometimes expressed as if they are facts. Therefore, always check the reliability of statements or claims.

☒ Can the information be checked through research?	☒ Is there supporting evidence?	☒ Does the statement express a fact, feeling or belief?
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A writer may use a combination of fact and opinion to influence the reader. Remember, facts are always true, whereas opinions are disputable.

Complete the Practise Tasks on Bitesize then read the texts below and have a go at your chosen activity.

Mild

Write **F** next to each statement (or the number) below if you think it's a **FACT** and **O** next to the statement if you think it's an **OPINION**.

1. _____ Margaret Thatcher was the first female Prime Minister of the UK.
2. _____ Red cars are better than blue ones.
3. _____ Drums are easier to learn than the guitar.
4. _____ Football needs two teams.
5. _____ Pepperoni pizza tastes good.
6. _____ Koala bears are found in Australia.
7. _____ All teenagers like to talk on the phone.
8. _____ Science is my favourite subject.
9. _____ JK Rowling wrote the Harry Potter series of novels.
10. _____ My dad is an airplane pilot, what's yours?
11. _____ Red grape juice will usually stain a white shirt.
12. _____ Wearing a hat will keep you warmer in the winter than not wearing one.
13. _____ My little brother is younger than me.
14. _____ French toast is a better breakfast than pancakes.
15. _____ Learning to ride a skateboard is easy.

Next, read the Newspaper article below.

1. Identify and write down (or underline in one colour) the facts
2. Identify and write down (or underline in one colour) all of the opinions
3. Write down any sentences that you are unsure of if they're fact or opinion
4. Write a sentence explaining why the newspaper report has used fact and opinion in this newspaper article.

SpaceX successfully launches world's most powerful rocket and sends a car into space

Nick Whigham, February 7, 2018 7:11PM news.com.au

SPACE

Reading level: Red

It's not every day we get to watch a billionaire* use a giant rocket to shoot his expensive electric car into orbit, but that's exactly what happened yesterday.

Space technology company SpaceX successfully launched its monster rocket — the Falcon Heavy — on a historic test flight.

It passed with flying colours as it shot into the sky at Cape Canaveral in Florida in the US.

SpaceX founder Elon Musk was nervous ahead of the launch as the rocket is the most powerful on Earth and even he thought it could explode into a ball of flames.

"I would consider it a win if it just clears the pad and doesn't blow the pad to smithereens," the 46-year-old space visionary* and wealthy businessman said on the eve of the \$114 million launch.

He needn't have worried.

The takeoff was clean as huge applause rang out from the thousands of people crammed onto surrounding beaches, bridges and roads to watch.

Medium and Spicy

A **fact** is a true statement.

An **opinion** is what someone thinks.

Look down the list and decide which of these sentences are facts (F) or opinions (O).

1. January is the first month in the year.
2. Madrid is the capital of Spain.
3. Football is the best sport.
4. It is 19°C today.
5. Sammy's hair looks better when it is long.
6. I am really good at running.
7. I am shivering.

These sentences have been scattered and blown in the wind.

Sort them into facts (F) and opinions (O).

Some of these are tricky so you may have to discuss them as a class at the end!

We live in Britain.

The Police will investigate the crime.

I am late.

The Queen is old.

Ice cream is delicious.

Everyone loves babies.

He was shouting and screaming as he left the house.

The currency in the USA is dollars.

There are 5 main religions in the world.

Newspaper Report

Using the example in the Mild task, I would now like you to write a **Newspaper Report of the SpaceX Launch** on the 30th May 2020, or another Space Launch (perhaps the first Moon Landing in July 1969). You must include both facts and opinions - make sure you understand the difference before starting.

Answers can be found on the Answers Document. Please make sure you send in any photos of your newspaper reports via our email.

Wednesday

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

Relative Clauses

Starter- 'Voices from the Stars' – look at the image below and answer the Sentence Challenges below.

A **determiner** specifies a **noun** as known or unknown – comes before the noun.

Can you identify the determiner(s) in the sentence below?

The humans at the base had been waiting for a signal from the stars for many years



Sick sentences!

These sentences are 'sick' and need help! Can you edit and improve them.

Humans are interesting things. They often live in houses. They often live in towns or cities. Many humans enjoy doing hobbies in their spare time.

Relative Clauses

We use relative clauses to give more information about people, animals and things.

We can start a relative clause with a **relative pronoun**.

who/that

We use **who** or **that** for people. For example:

There's the girl **who** won the race.

There's the girl **that** won the race.

In this sentence, the relative clause 'who/that won the race' tells us which girl we are talking about.

which/that

We use **which** or **that** for animals and things.

Kim watched the fox **which** came into her garden.

Kim watched the fox **that** came into her garden.

In this sentence the relative clause tells us which fox we are talking about.

I love films **which** are full of action.

I love films **that** are full of action.

When we write or speak to somebody important, we use **who** (for people) or **which** (for animals or things).

We can use **that** when we want to sound less formal, for example, when we are chatting or writing to friends.

whose

We can use **whose** before a noun to talk about things that belong to a person or animal.

He's the boy **whose** dad is a teacher.

There's the panda **whose** cub is in the photo.

Sometimes we can use **whose** for things or people that belong to something.

This is the school **whose** students wrote the magazine.

We can also start relative clauses with a **relative adverb**.

where

We use **where** after nouns that are places.

This is the street **where** we live.

We travelled to Loch Ness, **where** the monster lives.

Notice that one of these examples has a comma.

In the first sentence, we don't use a comma because the relative clause 'where we live' gives information that we need to know which street we're talking about. In the second sentence there's a comma after 'Loch Ness' because this is the name of a place and the relative clause after this tells us **extra** information about it.

when

We use **when** after nouns that are times or dates.

August is the month **when** we go on holiday.

My favourite month is August, **when** we go on holiday.

In the second sentence there's a comma after 'August' because this is the name of a month and the relative clause after this tells us **extra** information about it.

Complete the Practise Tasks on Bitesize then have a go at completing your chosen activity.

Mild -

1 Read the sentence and decide if it has a relative clause (Yes) or doesn't have one (No).

a) He's the boy who drew the picture.

Yes No

☐ ☐

b) Here's the picture which won the competition

☐ ☐

c) He's really good at drawing.

☐ ☐

d) This is the drawing that I did.

☐ ☐

e) The drawing competition was at the end of the month.

☐ ☐

f) Loch Ness is in the north of Scotland.

☐ ☐

g) This the shelf where I keep my books.

☐ ☐

h) The park looks lovely in spring, when all the flowers are blooming.

☐ ☐

True False

a) Tuesday was the day **when** the new swimming pool opened.

☐ ☐

b) A silly boy jumped into the pool **which** was full of people.

☐ ☐

c) The lifeguard was standing at the end of the pool, **where** he saw everything.

☐ ☐

d) Tod was the boy **who** jumped into the pool.

☐ ☐

e) Tod splashed the children **who** shouted at him.

☐ ☐

f) The lifeguard scolded the boy **whose** actions were very dangerous.

☐ ☐

Rewrite the sentences including a relative clause.

1. Granny took us to our favourite café.

2. On Friday we are going ice-skating.

3. Blackpool is on the northwest coast of England.

4. Richard and Fiona have bought a new car.

5. Dad's computer is broken.

6. Paddington is a busy train station in London.

Medium

Read these sentences.



Find the relative clause and underline the relative pronoun.

Decide if the sentence would work if the relative pronoun was missed out.
If so, cross it out.

1. There's the lady whom I told you about.
2. Sunny, who was running late, ran as fast as he could for the bus.
3. There's the bus that we need to catch.
4. We found shop where Mum had left her purse.
5. Where's the present that we bought for Sacha?
6. Find the book that needs to go back to the library.
7. Terry thanked Mrs Parker when she returned his football.
8. That's the film that I want you to take me to.
9. Dad dropped Daisy off at the pool where the gala was taking place.
10. That's the set that I want for my birthday.



Rewrite the sentences, including a relative clause and any missing commas.

1. That boy _____ was on the news.
2. The table _____ is falling apart.
3. Yesterday I was fast asleep when _____.
4. My neighbour has put up a fence _____.
5. I am going to visit the games shop _____.
6. Yesterday _____ we went to the skateboard park.
7. In a room at the end of the corridor _____ I found a dusty chest.
8. Mum put Paul's shoes _____ in the bin.
9. The shop _____ is shut.
10. It was nearly 1 p.m. _____.

Next, 5 sentences of your own, using relative clauses, to describe the astronaut in space.



Spicy

4a. Match two sentence fragments together to create two sentences using a relative pronoun from the word bank.

Make sure you clean up

The little girl,

the Queen visits for tea.

only 6, is always smiling.

when

who's

4b. Match two sentence fragments together to create two sentences using a relative pronoun from the word bank.

The boy,

I want to see the school

my dad went as a child.

dad was a teacher, loved school.

where

whose

5a. Rewrite the two sentences below as one sentence using whose as the relative pronoun.

We found the gentleman's keys.

The gentleman gave us a reward.

5b. Rewrite the two sentences below as one sentence using when as the relative pronoun.

The game will finish after 90 minutes.

The referee blows the whistle.

6a. Would the sentence below still make sense if you removed the underlined section? Explain your answer.

The cinema, where we first met, is going to be replaced by a shopping complex.

Next, write a paragraph, using relative clauses, to describe the astronaut in space.



Answers can be found on the Answers Document. Please make sure you send in any photos of your newspaper reports via our email.

Thursday

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

Features of Writing

Complete the Practise Tasks on Bitesize and then have a go at our Grammar Hammer practise paper. Again choose the paper you would like to have a go at. You will need a dictionary or use this link instead <https://kids.britannica.com/kids/browse/dictionary>

Mild

1. Underline the prefix which means 'not'.			2. Underline the suffix which, when added, forms a noun.		
in	pre	re	support	ing	er
3. Underline the correct homophone to use in this sentence.			4. Underline the correct homophone to use in this sentence.		
Please can I have (moor / more) juice?			I should have (worn / warn) my shorts.		
5. Underline the word with the correct spelling.			6. Underline the word with the correct spelling.		
disgard	diskard	discard	sgope	scope	skope
7-8. Number these words to show their alphabetical order.					
steep		stem		string	shield

9. Underline the words which have a similar meaning to the word in bold (synonyms).				
old	mature	elderly	cold	ancient
10. Underline the connective in the sentence below.		11. Circle the noun phrase in the sentence below.		
<u>The timid</u> hedgehog uncurled, even though it was frightened.				

12-13. Underline two connectives that <u>can be used to signal addition</u> (or are synonymous with the word 'and').				
moreover	unusually	fortunately	including	terrifyingly
14-15. Underline the <u>proper nouns or pronouns</u> in this sentence to avoid repetition.				
(The butterfly / It) opened (her / its) wings and (she / it) flew away.				
16-17. Underline two <u>fronted adverbials</u> that might help signal time and sequence.				
Unfortunately,	The next day,	Overall,	Following that,	
18. Underline the correct word to complete the sentence.		19. Underline the correct word to complete the sentence.		
He had (<u>undone</u> / undid) the lock.		Billy (<u>give</u> / gave) his dad the letter.		

20-21. Underline the fronted adverbial. Punctuate this sentence using commas.	
When you've done that will you get changed come outside and help me please?	
22-23. Punctuate the sentences using the apostrophe (') to show singular or plural possession.	
The zebra's back was stripy.	The zebra's backs were stripy.
24-25. Punctuate these sentences using inverted commas (" "), commas (,) and any other punctuation needed.	
Are you going to the shop asked Kye	Yes replied Jo Do you want something

Medium and Spicy

1. Underline the <u>suffix</u> that turns the <u>adjective</u> into a verb.			2. Underline the <u>suffix</u> that turns the <u>noun</u> into a verb.		
intense	en	ify	advert	en	ise
3-4. Underline any <u>silent letters</u> in these words.					
wrist	hand	chorus	song		
5-6. Underline the correct word to use in each sentence. Use a dictionary if you need to.					
Join the back of the (<u>cue</u> / queue).			The queen enjoyed a long (<u>rain</u> / reign).		
7. Use a dictionary to find the meaning of this word.					
ensign					
8-9. Number these words to show their <u>alphabetical order</u> .					
exit		exist		exile	excuse
10-11. Underline two <u>connectives</u> that can be used to show <u>surprise</u> or <u>suspense</u> .					
to conclude	suddenly	as a result	compared with	in a flash	
12-13. Underline two <u>sentence openers</u> that might help show <u>time</u> or <u>sequence</u> in a piece of writing.					
Unfortunately,	Later,	Perhaps,	Secondly,		
14-15. Underline the correct <u>verb tenses</u> to complete the sentences.					
The wasp (<u>stung</u> / sting) me.			I hate wasps when they (<u>sting</u> / stung).		
16. Underline the correct verb to <u>agree</u> with the <u>subject</u> .			17. Underline the correct verb to <u>agree</u> with the <u>subject</u> .		
The noise of the fans (<u>is</u> / are) deafening.			There (<u>is</u> / are) no broken pens in the pot.		
18-19. Underline the correct verb to make these sentences correct.					
The bird (<u>flew</u> / flown) away in the winter.			The bird had (<u>flew</u> / flown) away.		
20-21. Cross out any <u>words</u> which are <u>redundant</u> in this sentence to convey the information <u>concisely</u> .					
She began to start to write on the blank, clean, new sheet of paper.					
22. Underline the correct <u>modal verb</u> to complete the sentence.					
For our holiday, we (<u>would</u> / may / can) be going to France.					
23. Underline the <u>relative clause</u> in this sentence.					
If you want, when I've finished on it, you can have a turn on my computer.					
24. Use a <u>comma</u> to punctuate this sentence and make the meaning clear.					
Every time we eat my gran makes us sit at the table.					
25. Punctuate this sentence with <u>dashes</u> - to show <u>parentheses</u> .					
The whole family with the exception of Joe went to the beach for a picnic.					

Friday

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

Reading lesson: The Wolves of Willoughby Chase

by Joan Aiken

Watch the videos and read the extracts carefully (read it at least twice), then have a go at the activities.

Spellings - have a go at the spellings set on Monday on *Study Ladder* around the theme of 'Space'.

Then practise these, using Look Write Cover Check on Study Ladder and then test yourself at home.

<https://www.studyladder.co.uk/games/activity/look-cover-spell-space-34217?backUrl=/games/literacy/gb-year-five/english-spelling-and-vocabulary-185> - Practise

<https://www.studyladder.co.uk/games/activity/test-space-34218?backUrl=/games/literacy/gb-year-five/english-spelling-and-vocabulary-185> - Test