

## Year 5

Remember Your Writing Targets!

I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work.

I can write pieces describing settings, characters and atmosphere, and include speech that helps show the character and their personality or mood.

I can set out my work correctly and use headings, bullet points, or underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions.

I can mark and edit work to have the correct tense throughout.

I can proof-read for punctuation errors, including the use of brackets and other devices, such as commas or hyphens, used for the same purpose.

I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify.

I can indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.

I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.

I can use commas to make my writing clear to the reader.

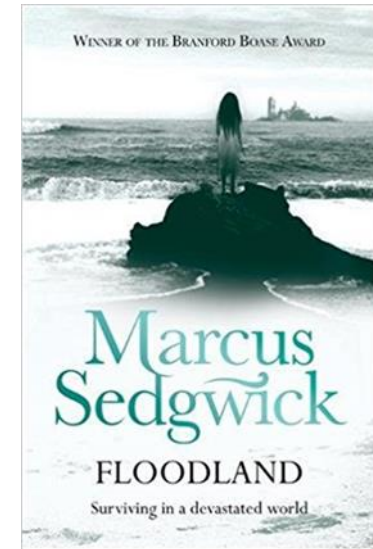


Good luck,  
work hard  
and enjoy!

We look forward to seeing your  
work in school.



SHINE BRIGHT ★ REACH FOR THE STARS



## Autumn term 2 Homework Booklet

Name \_\_\_\_\_

Class \_\_\_\_\_

To be handed in every Tuesday.

Remember to keep filling in your moon diaries.

This is Year 5's homework brochure.  
Children should be encouraged to use the support or  
extension tasks as appropriate.

## Autumn term 2

### Weekly Tasks

Take care of this leaflet as it contains all the English homework tasks between now and October half term.

Bring completed tasks into school every Tuesday, in your English Homework books. The different pieces of work may be displayed in school so **HIGH QUALITY** work is expected.

Your presentation is very important, but the content of your work is even more important.

Always give yourself enough time to produce a high quality piece of work and **check it through carefully**.

Use the star challenges to help you produce the best pieces of work.

Writing tasks and practical 'making' tasks are alternated to make the tasks fun and appealing to all. We hope you really enjoy these activities!

We will also give you a Maths activity to complete that is linked to our learning in school and at an appropriate level of challenge. **Spellings should also be completed regularly – please!**

From Miss Thomas and Miss Perring

#### for Tuesday 7<sup>th</sup> November

Imagine you are Zoe's mum or dad sailing away from Norwich (and Zoe). Write a letter in a bottle to Zoe from on board the supply ship. Include an explanation of what has happened, what Zoe is to do and how she should find you. Remember to show your emotions.

\* Include dear, yours sincerely and a minimum of 3 paragraphs  
\*\* Use embedded clauses. Use some short sentences to create impact and tension.

\*\*\* Use relative embedded clauses as well as a variety of different sentence structures and lengths.

#### for Tuesday 14<sup>th</sup> November

Create a pencil sketch of the Ely cathedral (the cathedral on Eel island) from this photo (or one similar).

\* Use shading to add depth

\*\* Use colour appropriately.

\*\*\* Draw a second picture showing how Ely cathedral might look to Zoe when she arrives on the island. Remember the description from the book.



#### for Tuesday 21<sup>st</sup> November

Write an information text about food miles, their impact on global warming and advice for families to reduce their carbon footprint.

\* Write your ideas under 3-4 clear subheadings. Make sure your paragraphs are clear.

\*\* Structure your information text with appropriate sentence and high-quality vocabulary.

\*\*\* Use parenthesis (brackets) to develop your ideas and add extra detail. Use embedded and relative embedded clauses. Use semi-colons correctly.

#### for Tuesday 28<sup>th</sup> November

Design, draw and colour a picture of what Dooby looks like (perhaps you could use some of the sketching techniques taught last term). You need to include some descriptive language around the picture.

\* Adjectives and similes.

\*\* Expanded noun phrases and metaphors.

\*\*\* Full sentences including: relative embedded clause sentences, complex sentences and expanded noun phrases.

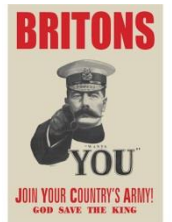
#### for Tuesday 6<sup>th</sup> December

Imagine you are Prime Minister of Great Britain. You need to recruit people to sort out the on-going crisis in Floodland. Create a poster like the one below to attract people to apply.

\* Use appropriate pictures and labels to create your poster.

\*\* Use commands and questions on your poster.

\*\*\* Research and use key flooding facts to add depth to your recruitment poster.



#### for Tuesday 12<sup>th</sup> December

Imagine you are a journalist from the main land. Write a newspaper report about what happened at the end of the book.

\* Use paragraphs to structure your writing and conjunctions like while, when, as, because and but.

\*\* Use interesting phrases or time words to link from one paragraph to the next. Use co-ordinating conjunctions (and, but and yet) and subordinating conjunctions (while, since, until and although).

\*\*\* Use semi colons, dashes, commas, colons and conjunctions (like the ones in 1 and 2 star) as appropriate. You must use relative embedded clause sentences.