

Year 5

In every piece of writing, I should be:

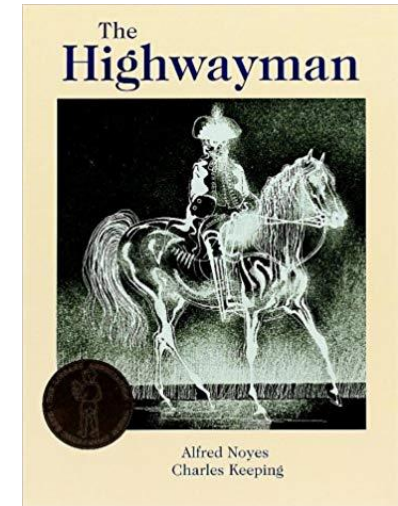
- using neat, joined handwriting
- using paragraphs to organise ideas
- using long and short sentence lengths
- using a range of verb forms accurately
- using ambitious conjunctions to link clauses
- using accurate punctuation . A , () ; : ' " _
- using spot-on spelling, including Y5+6 words
- using dictionaries to check and correct spellings
- using formal or informal language appropriately
- using adverbial phrases to begin sentences in interesting ways

DOING THIS WILL HELP ME
BECOME AN AWESOME WRITER!



Good luck,
work hard
and enjoy!

We look forward to seeing your
work in school.



Summer term 1 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.

Summer term

Weekly Tasks

Take care of this leaflet as it contains all the English homework tasks between now and May/June 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

for Tuesday 30th April

Create a comic strip telling the story of the Highwayman.

Pick 6-8 key moments in the story. Draw a picture for it and write a short narrative for that picture. Try and include as much detail from the original poem as you can.

* Use relative embedded clauses. I can colour my pictures.

** I can colour my pictures.

Use different sentence types for example de:de sentences and fronted adverbial sentences (ISPACE).

Make sure you have used expanded noun phrases.

*** I can colour my pictures.

Use different sentence types for example de:de sentences and fronted adverbial sentences (ISPACE) as well as semi colons and dashes. You must use embedded and relative embedded clauses.

for Tuesday 7th May

Imagine you are one of the people the Highwayman has robbed. Write a diary entry from the day you were robbed, explaining what happened and how you felt.

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

** (As 1 star) Use interesting phrases or time words to link from one paragraph to the next. Use different sentence types for example de:de sentences, fronted adverbial sentences (ISAPCE) and sentences of three.

*** (As 1 and 2 star) Use semi colons, dashes, commas, colons and conjunctions as appropriate. You must use embedded and relative embedded clauses.

for Tuesday 14th May

We need to capture the Highwayman. A wanted poster is needed!

Create a wanted poster. Make sure you include a picture of the Highwayman as well as a list of his crimes, physical description and reward.

*. I will use capital letters and full stops. I will use relative embedded clauses

** (as 1 star) I can write a paragraph describing the Highwayman using expanded noun phrases, powerful, descriptive language (like the language in the poem) and de:de sentences.

*** (As 2 star) and use semi-colons, dashes and brackets etc.

for Tuesday 21st May

Create your own poem inspired by the Highwayman. It could be about the Highwayman or you could take the pattern of the poem and make about a different person for example a pirate.

*Use similes and interesting adjectives to create a 3 stanza (verse) poem.

** Use poetic features such as repetition, alliteration, rhythm and onomatopoeia (sounds like).

*** Use poetic features such as repetition, alliteration, rhythm, onomatopoeia and number of syllables.