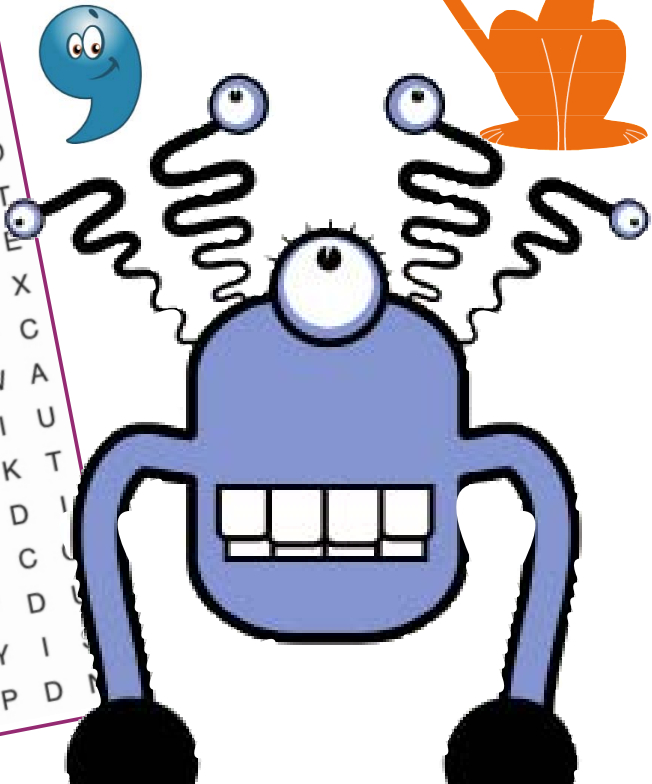




# Year 5 ENGLISH

Booster pack

*The foxes ate frozen peas.*



## Handwriting: tricky letters

The letters x and z are quite tricky to join. All of these sentences contain words with x and z in them. Have a go at copying them.



*The lazy people packed boxes.*

*The foxes ate frozen peas.*

*There was an extra zebra in the herd.*

*The Mexican family went to the zoo.*



Can you think of another sentence containing z or x words?

# Spelling suffixes

A suffix is a group of letters at the end of a word. The suffixes

- cian      -tion      -sion

all sound the same.

Do you know the meanings of the following words?

See if you can find out what they are (ask an adult, look in a dictionary, search on the internet) and write them on the lines. Ask someone to test your spelling of these words. How many did you get right?

musician

---

commotion

---

permission

---

magician

---

locomotion

---

omission

---

revision

---

statistician

---

remission

---

petition

---

## PARENT TIP!

Encourage your child to write in joined-up handwriting, which can often help with remembering spellings.

Spelling success! How many words did you spell correctly?



## Apostrophes practice

Sometimes we put two words together and miss out some letters. Where the letters are missed out, an apostrophe is put in. This is called a CONTRACTION.

do not

don't

would not

wouldn't

is not

isn't

cannot

can't

could not

couldn't

was not

wasn't

Can you change the paragraph below so that the underlined words are turned into contractions?

It is not fair, thought Polly. She could not see why her sister had been allowed an ice-cream and she had not. It was not even as if her sister had been good today! She decided she would not speak to her parents for the rest of the day.



## Comparing texts

Choose a topic you are interested in. Find two texts on this topic. Either have a look on the internet or go to your local library.

Print or photocopy the texts so that you can write on them.

Read through and look carefully at the two texts. Do they have the following features? Label each feature that you can see.

Title

Paragraphs

Sub-headings

Pictures

Captions

Glossary



Answer these questions on the two texts:

Which text is better? Why is this?

---

---

---

Why do writers of information texts use sub-headings?  
Do you think they are necessary?

---

---

---

Do you think information texts should have pictures?

---

---



## Take a breath!

Commas are often used after the first clause (part) of a sentence and tell us we need to pause for a moment. For example:



Many people enjoy watching TV, however others say it is an unhealthy waste of time.

Can you put commas into these sentences in the correct places?

Sam had worked really hard for his test therefore he had a feeling he had done well.

Roxanne arrived at the museum with her packed lunch excited about the day ahead.

Mr Smith was not impressed with the stories his class had written especially since he had worked so hard on helping them to improve.

Sally chopped up the onions and added them to the soup being careful to keep stirring.

Marcia was exhausted after tidying the house but she was glad it was done.

Answers:  
Sam had worked really hard for his test, therefore he had a feeling he had done well.  
Roxanne arrived at the museum with her packed lunch, excited about the day ahead.  
Mr Smith was not impressed with the stories his class had written, especially since he had worked so hard on helping them to improve.  
Sally chopped up the onions and added them to the soup, being careful to keep stirring.  
Marcia was exhausted after tidying the house, but she was glad it was done.



# Open and closed questions

An open question allows the person answering the question to give a number of different replies.

A closed question usually requires the person being asked the question to give a 'yes' or 'no' answer or a very specific answer.

Can you sort these questions into open and closed?

1. What can you tell me about your home life?
2. What is five times six?
3. How do you feel about the Olympics?
4. What is interesting about this painting?
5. What is your opinion of the Prime Minister?
6. Can you touch your toes without bending your knees?

Look at the closed questions. Could you rewrite them as open?



Open



Closed

---

---

---

---

---

---

Answers: Questions 1, 4 and 5 are open questions. Questions 2, 3 and 6 are closed questions.

## Winter wonderland



Imagine that you are walking in the park on a summer's day. You see a small, hidden gate. When you open the gate you find a beautiful garden covered in snow! Describe what you can see. Think about sight, sound, smell and touch and use adjectives, powerful verbs and adverbs.

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# Tricky spellings mnemonics

Many people (including adults!) find these words difficult to spell. Can you think of memory triggers to help you remember the correct sequence of letters? Suggestions are given for the first two words.

necessary -

think of a shirt with one collar and two sleeves

receive -

i before e except after c

occurred

hygiene

grievous

conscience

anxiety

deceit

miniature

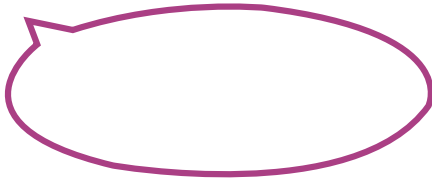
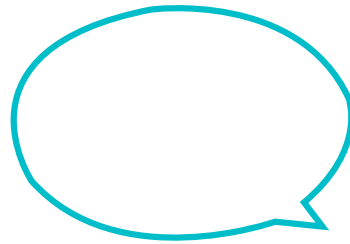
separate

accommodation

Ask an adult to test you on the spelling of these words. Then test them to see if they can spell them correctly!

## Writing speech

Imagine you are at the supermarket with your Scout group, helping people bag up their shopping to collect money for charity. You offer to help an old lady and she is very rude to you. Write down the conversation you have, remembering the rules of writing speech:



- Start each character's speech on a new line
- Open the speech marks, write the speech, end the speech with , ! or ? then close the speech marks
- Use a reporting clause (eg: replied Mary, shouted Bill)

Here is an example of how you might start your writing:

"Hello madam," I said cheerily, smiling at the old lady who had placed her shopping next to the till.

"What do you want?" she snapped back at me.

---

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---

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### PARENT TIP!

When you look at your child's writing, resist the urge to 'mark' it by correcting it. Instead, underline any mistakes and draw in a circle if they have missed something out. Can they see what's wrong?

# Instruction texts

Instructions always include:

- A list of things you need
- Numbered points to explain how to do something
- Lots of 'bossy' (imperative) verbs!

Can you write instructions for a game you enjoy?



How to \_\_\_\_\_

You will need: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_


4. \_\_\_\_\_

5. \_\_\_\_\_

# Sorting synonyms

Two words with a similar or identical meaning are **SYNONYMS**.

Cut out the following words and put them into groups of synonyms.  
There may be two, three or four synonyms to each group.



delighted	afraid	grave
frightened	playful	scared
serious	ill	overjoyed
certain	delicious	fiction
mischievous	ailing	story
poorly	incompetent	inefficient
solemn	scrumptious	confident
narrative	unproductive	sick

## PARENT TIP!

Remind your child to look in a dictionary if they don't know the meaning of any of these words.

Answers:  
delighted, overjoyed  
inefficient, unproductive, incompetent  
serious, grave, solemn  
playful, mischievous  
fiction, narrative, story  
delicious, scrumptious  
frightened, scared, afraid  
ill, poorly, ailing, sick  
confident, certain

## Expand your noun phrases!

A **noun phrase** is a group of words which contain a noun, plus other words that give you more information about it. For example:

**The red balloon** bobbed around.

In an **expanded noun phrase** extra information has been added to make the sentence more interesting, for example:

**The huge, helium-filled red balloon** was bobbing about in the wind.

Read these sentences. Can you improve them by rewriting them and including an expanded noun phrase?

**The black cat** lapped up the cream hungrily.

---

I put **the ice-cream** back in the freezer.

---

I stared at **the alligator** in front of me.

---

I put **the book** back on the shelf.

---

**The woman** snatched the plate from me.

---





## Reading comprehension: alien passport recount

This newspaper article is a recount which explains a funny incident at an airport. Can you read it, then answer the reading comprehension questions on the next page?

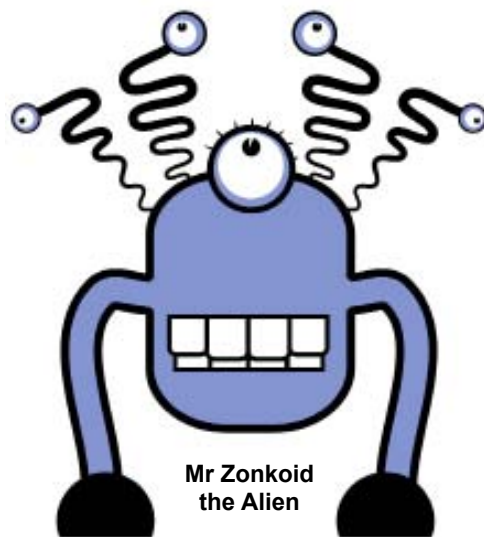
# GIRL GETS THROUGH CUSTOMS WITH ALIEN PASSPORT!

Passport, tickets, money. Most flustered parents repeat these three words several times on the day they take their little ones on a foreign holiday. But what if you take your toy's passport on holiday by mistake and STILL get through customs?

Bizarrely, the Hamilton family experienced exactly this situation on a holiday to Greece last month. Mum Sarah had packed passports for the four members of her family before they left for Heathrow, but failed to realise one of them was a pretend passport which came with her daughter Lucy's toy alien when they bought it for her for a recent birthday. "The front of the passport is the same colour as a normal passport," Sarah explained, "but when

you open the passport, the name on it is Mr Zonkoid and his birthplace is down as Mars! There is also a very clear picture of a blue alien with five eyes! I was in a rush and luckily didn't realise my mistake, otherwise I would have been in a terrible panic," explained Sarah.

When they got to customs, Sarah handed the four passports over. The official on the desk opened each one and stamped it, allowing the family to board the aeroplane and leave the country. It was only when they had started their journey that the Hamiltons realised the toy alien passport had been mistaken for a real one! "We must have come across an official who was very distracted and didn't think to check the passport. It was lucky for us because we



Mr Zonkoid  
the Alien

wouldn't have left on our holiday otherwise," said dad Mark.

"What is even funnier," explained Sarah, "is that the alien was at home. Poor Mr Zonkoid should have been allowed to go to Greece, but was denied his holiday!"

Seven-year-old Lucy is thrilled to have a

stamp on her toy's passport and a great story to tell friends. She has promised Mr Zonkoid she will take him on holiday next time the Hamiltons go. In the meantime, measures are being put in place at the airport to ensure staff are more vigilant when checking passports in future.

1. See if you can circle the following features of this recount:

Headline

Caption

Quotations

Picture

2. Write a word or phrase to sum up what each paragraph is about:

Paragraph 1

---

Paragraph 2

---

Paragraph 3

---

Paragraph 4

---

Paragraph 5

---

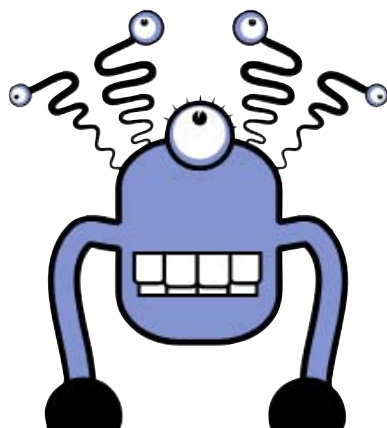
3. In the third paragraph, Mr Hamilton says that the family were 'lucky'. Why was this?

---

4. How did Lucy react to what happened?

---

5. Can you find one FACT and one OPINION in the recount:

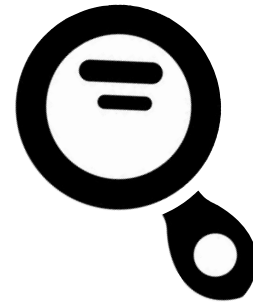


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## Wordsearch: words ending in -tious or -cious

Each of these words beginning with the prefix super- is hidden in the wordsearch below. How fast can you find them?



vicious  
ambitious  
delicious  
nutritious  
conscious

malicious  
cautious  
precious  
suspicious  
fictitious



# Wordsearch: words ending in -tious or -sious solution





## Using dashes

Hello! I'm a dash. I'm quite a rare punctuation mark, but I'm very useful. I'm used to show a change in thought during a sentence or to drop in extra information. I'm also good at creating emphasis!

### Change in thought!

We thought Snowy the cat was getting better – but this was not the case.

### Extra information!

My parents – Rita and Robert – are both doctors.

### Emphasis!

Answering me back, not doing as you are told and chatting while I am talking – what an awful way to behave!

Can you look through these sentences and add dashes in where you think they should go?

I called on my friends Harry, Belinda and Sam and we all went to the park.

Good knowledge of times tables, ability to solve problems and having a written method for the four operations this is what maths teachers look for in a student.

This car was supposed to be the safest you could buy but we found many faults with it.

I thought I saw my friend in a red car then I realised it was someone else.

I packed my things clothes, toiletries and books into my suitcase, ready for our holiday.

I had thought Jack had his hat on while he was in the pushchair but when we got home I realised it was missing.

Answers: I called on my friends – Harry, Belinda and Sam – and we all went to the park. Good knowledge of times tables, ability to solve problems and having a written method for the four operations – this is what maths teachers look for in a student. This car was supposed to be the safest you could buy – but we found many faults with it. I thought I saw my friend in a red car – then I realised it was someone else. I packed my things – clothes, toiletries and books – into my suitcase, ready for our holiday. I had thought Jack had his hat on while he was in the pushchair – but when we got home I realised it was missing.



## Writing to persuade

Robert has written a letter to his head teacher, asking to have a new climbing frame installed at school.

17<sup>th</sup> June 2012

Dear Mr Crane,

I am writing to you to ask you to seriously consider providing us with a new climbing frame.

Frankly, the old one we have is a disgrace and we think it is extremely important that you look for a better one for us. Our fitness and general happiness at school depends on us having a good time in the playground. Without decent equipment we will be bored, unhealthy and more likely to get into trouble.

Please think about this and get back to us. A new climbing frame would be money well spent!

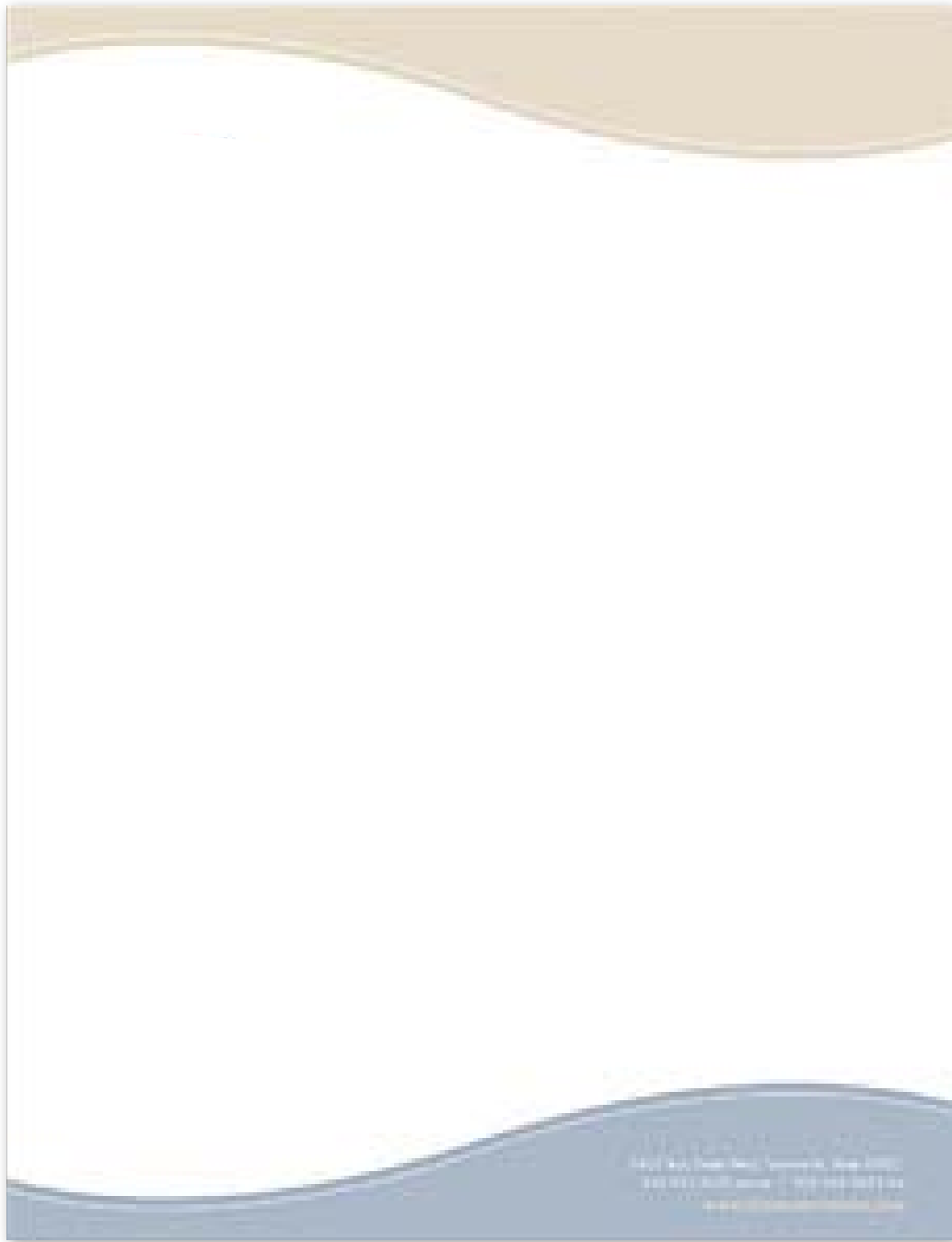
Yours sincerely,

Robert

Think of something you would really like to have at school (a football pitch, dance lessons, nicer school dinners). Now write a letter to your head teacher explaining:

- what you are asking for
- how you think this would benefit you and your friends

You need to be persuasive in this letter. Underline any of the sentences and phrases in Robert's letter that you think you could use in yours. Remember to set your letter out correctly!



**PARENT TIP!**

Remind your child to start with the date on the left and include 'Dear Mr / Mrs / Miss / Ms' and 'Yours sincerely'. You could get them to write it in rough on the template above first, then give them some good quality writing paper to copy it out neatly on. They could even send their finished letter to the head teacher if appropriate!

## Using a thesaurus

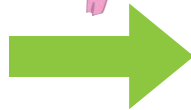
A thesaurus is like a dictionary: it contains a list of words in alphabetical order, however instead of giving meanings for the words, it suggests lists of alternative words. **We use a thesaurus to make our writing more interesting.**



For example, if you wrote a sentence like this:



The **happy** pig flew through the air with a huge grin on his **happy** face.



Rather than repeating the word 'happy', you could look the word up in a thesaurus and replace it with something else.

The **happy** pig flew through the air with a huge grin on his **blissed-out** face.

**Look at these sentences. Use a thesaurus to find good words to replace the second word in red:**

The **old** house was crumbling; all its **old** windows were broken and weeds grew up the path.

The **evil** witch stood and looked at the trembling child, her **evil** face contorted in rage.

Snow White looked at her **beautiful** face in the **beautiful** mirror.

The baby **giggled** happily. Her mum could hear her **giggling** from the next room.

He **sprinted** across the finish line, after having **sprinted** for one hundred metres.

The monster **stomped** over to me. The whole cave shook as he **stomped**.

The woman shouted **loudly** from the house. Her voice echoed **loudly** around the street.

## Commas reading challenge

We use commas...



... **to break up sentences.**  
Commas show us that  
there is a short pause  
in a sentence.

I am planning to do the  
Summer Reading  
Challenge, though I need  
to sign up at the library.

... in lists, **to separate** the  
different items.

I went to the shop and  
bought bread, eggs, milk  
and honey.

Look at these sentences. First try to read them out loud all in one breath. Can you get to the end? Then add in the missing commas where you think it should go:

Bringing toys to school is not allowed so it is best to leave them at home.

I packed jeans jumpers shorts and a swimsuit for our holiday.

Hoping to be on time Derek ran to catch the bus.

I had a fantastic lunch of lobster salad then had a long nap.

All my friends are coming ice-skating on Saturday: Jenny Louise Mary Sue and Faye.

Winning isn't important it's just important that you take part.

There is a lion in our classroom which means people are reluctant to enter.

There is plenty of food on offer just help yourself.

My three favourite authors are Michael Morpurgo Jaqueline Wilson and Roald Dahl.



Answers: allowed, so / jeans, jumpers, shorts / time, Derek / salad, then / Jenny, Louise, Mary, Sue / important, it's / classroom, which / offer, just / Michael Morpurgo, Jaqueline Wilson and Roald Dahl.

## Feline figurative poem



The cat prowls in the shadows  
Like an expectant lion ready to pounce.  
The mouse, unaware, scuttles  
From skirting board to sofa.  
In an instant the cat pounces:  
The mouse cannot escape the deadly cage  
Of the cat's claws.  
Its furry body wriggles in vain:  
A pincushion for the fierce fangs.

This poem describes the cat and mouse using figurative language:

### similes

when something is compared to something else using the words 'like' or 'as'.

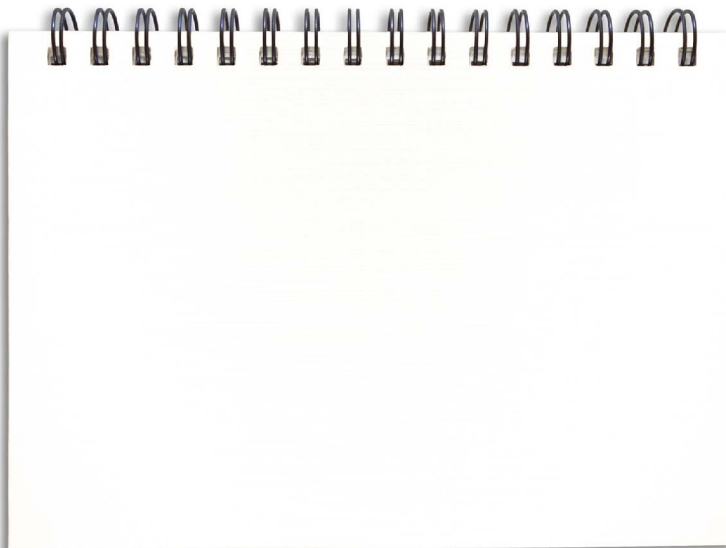
### metaphors

when something is compared to something else with similar characteristics.

**personification** when an object is given human characteristics.

Can you find these types of figurative language in the poem?

Could you write your own poem using figurative language?



Answers:

Similes: 'Like an expectant lion ready to pounce'

Metaphors: 'the deadly cage', 'a pincushion'

Personification: the fangs being 'fierce'



## Formal and informal language

*Dear Sir or Madam,*

*Her Majesty the Queen requests the pleasure of your company at her tea party on 31<sup>st</sup> August 2012.*

*Please kindly attend attired in smart dress.*

*Yours sincerely,*

*Mr Charles Waring  
Buckingham Palace Official*

*Hi Charlie,*

*Cheers very much for offering to feed the cats! You're a star!*

*Tins are in top cupboard - tin opener in third drawer down.*

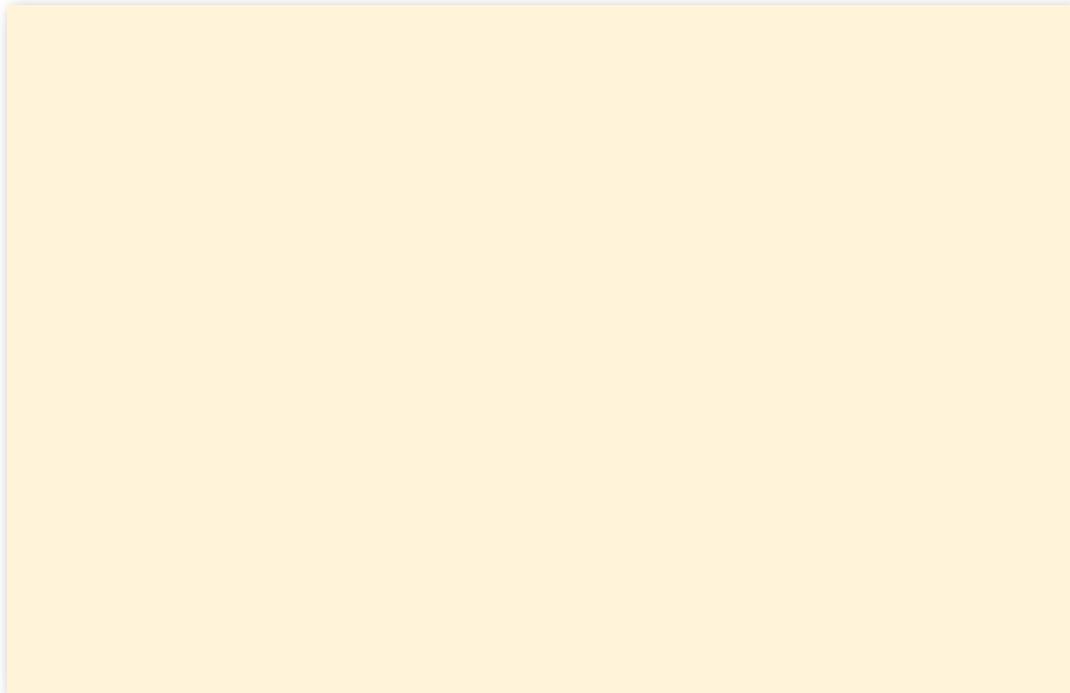

*Each cat needs half a tin every day at 5.*

*Don't forget to lock back door when you leave!*

*Love Sue xx*

What makes one formal and one informal? Why would you use formal and informal language in these situations?

Write an invitation to a party at your house using formal language. Then write a note for a friend, asking them if they want to come round to your house, using informal language.



## Spot the spelling mistakes

Mary has written a paragraph about the Egyptian afterlife. She has spelt some words wrong. Can you spot them and correct them? Check to see if you were right in a dictionary!



Ancient Egyptians beleived that when you died you went to the afterlife. This was considered to be a misterious and wonderful place. When a person died, the Egyptians would make every attemp to preserve the body. First, they would remove the internal organs and put them in decortrive containers called canopic jars. They would then treat the body with salts and oils to stop it from de kaying. They would then rap the body in strips of linen. Finally, they would place it in a coffin called a sarcophagus.

### PARENT TIP!

Encourage your child to use a dictionary to find the spellings of words they don't know.

attempt  
coffin

mysterious  
wrap

ancient  
decorative  
beleived  
de kaying

Correct spellings:

## Finding silent letters

All of these words contain **silent letters**. Can you read them out loud and underline the silent letter in each?

Now use the 'look, copy, write and check' method to practise spelling them correctly.

knight \_\_\_\_\_

psalm \_\_\_\_\_

solemn \_\_\_\_\_

doubt \_\_\_\_\_

island \_\_\_\_\_

lamb \_\_\_\_\_

thistle \_\_\_\_\_

tomb \_\_\_\_\_

gnome \_\_\_\_\_

pneumonia \_\_\_\_\_

people \_\_\_\_\_

### PARENT TIP!

Sounding out the silent letters will help your child to remember they are there and make it easier to learn how to spell the words.

## Writing a script

Playscripts need to include the following:

- Names of characters on the left hand side (followed by a colon)
- Speech on the right hand side (don't use speech marks for this!)
- Stage directions in italics
- Question marks and exclamation marks in the right places.

Read this playscript and see if you can continue writing it with your own ideas, remembering to set it out correctly following the above rules.

Mrs Wren: *(sternly)* There's a noise coming from the back of  
the classroom! It needs to stop at once!

Rachel: *(whispering to her friend, Julie)* Stop making that  
noise! She's going to get cross!

Julie: I'm not making any noise!

Mrs Wren: If that noise doesn't stop soon, someone is going to  
be in big trouble.



## Finding unstressed vowels

Some words contain vowels (a e i o u) that cannot be heard when the word is said quickly. Say these words slowly, sound by sound, then say them quickly as they are usually pronounced.

Where are the unstressed vowels? Circle them!

Ask an adult to test you on the spellings. Look at the ones you got wrong and then learn them!

definite

separate

jewellery

miniature

vegetable

parliament

medicine

fattening

mathematics

Answers: Unstressed vowels in red:  
definite, separate, jewellery, miniature, vegetable, parliament, medicine, fattening, mathematics

## Colons revision

Colons are used in sentences ...



... **when a fact or list is being presented.**

I have prepared these dishes for the wedding:  
chicken curry,  
kedgeree  
and potato salad.

... **in play scripts, to present speech.**

**Claire:**  
But detective, why on earth would you suspect me?

**Detective:**  
Why wouldn't I?

Where should the colon go in the following sentences?

We will need to take these things on holiday buckets, spades, shorts, swimming costumes and sunglasses.

This is what I suggest put some of your money away into a savings account every month.

Tom kept thinking about the same thing all the way home how was he going to tell his Mum that he had got a detention?

These are my favourite animals pandas, leopards and gorillas.

There are three things you need to know for the exam algebra, co-ordinates and multiplying decimals.

I need the following washing-up gloves, sponges and bleach.

Answers:  
We will need to take these things on holiday: buckets, spades, shorts, swimming costumes and sunglasses. This is what I suggest: put some of your money away into a savings account every month. Tom kept thinking about the same thing all the way home: how was he going to tell his Mum that he had got a detention? These are my favourite animals: pandas, leopards and gorillas. There are three things you need to know for the exam: algebra, co-ordinates and multiplying decimals. I need the following: washing-up gloves, sponges and bleach.