



## Drake Class

### Year 5 and 6 English Home Learning Activities

Week beginning Monday 11/05/20



#### Grammar Focus

If you prefer to follow online lessons, look at what BBC Bitesize have on offer.

Year 6: <https://www.bbc.co.uk/bitesize/tags/zncsscw/year-6-and-p7-lessons/1>

Year 5: <https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1>

#### Step 1: Using relative clauses

We use **relative pronouns** to introduce **relative clauses**. Relative clauses tell us more about people and things:

**who** and **whom** for people

**which** for things

**that** for people or things.

**where** for places

Mr Snow, **who is extremely old**, is our teacher.

This is the school **which I go to**.

Miss Price is the woman **that looks after us**.

The field, **where we play football**, is too wet.

Remember a clause contains  
a **verb** and a **noun** or in this  
case a **pronoun**.

**that looks** after us.

As you can see, two of these sentences have a relative clause **embedded** (stuck) in the middle of the sentence so we have to use commas to separate it; this is parenthesis.

**Write 5 of your own relative clause sentences** – underlining the relative clauses and making at least 2 of them embedded.









Further explanation here: <https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zsrt4qt>

A more complex explanation: <https://bit.ly/2LylcKI>

There is also an identifying activity you may want to complete: <https://bit.ly/2X2RaF5>

#### Step 2: Using a variety of sentence openers.

Look at the table and **write 8 sentences** one beginning with each type. (Obviously you can use your own alternatives)

 Adverb	Slowly, the car spun around. Carefully, she made her way through the hall.
 Where?	At the bottom of the stairs, he stopped. Next to the slide, the swings creaked.
 When?	At midnight, the rain started. By 7 o'clock they were all exhausted.
 Verb	Skiping downstairs, Maisy tripped on a toy. Feeling intense pain, the explorer trudged on.
 Verb	Stunned, the shark retreated. Amazed by the sight, the clown fell backwards.
 Simile	Cool as ice, the robber smashed the alarm. Like a steam train, he hurtled down the path.
 Connective	Although they were tired, the birds still sang. In order to save his own life, he cut the rope.
 How?	Full of confusion, Tom ran off. Not caring at all, the toddler kicked the door.

### Step 3:

Now combine the two steps together. **Choose 8 different sentence openers and then add a relative clause** to your sentence.

### Step 4: Use Modal Verbs

**Work through:** <https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zps4pbk>

Further explanation here: <https://www.theschoolrun.com/what-are-modal-verbs>

**Modal verbs can have many uses.** They are sometimes known as ‘**modal auxiliary verbs**’ or just as ‘**modals**’. In most cases, they work with another verb to describe the **possibility** of something happening or to describe to what degree of **certainty** something is known.

Modal	Concept	Example
Will	Future / prediction	I think life will be very different in 2050.
Shall	Future (with I and we) Offer	I shall go home. Shall I clean the house?
Should	Recommendation / advice	You should go to the dentist.
Might	Small probability	Mary might buy a new house some day.
May	Good probability	They may come here tonight.
	Permission	May I go home please?
Must	Obligation / rule	You must wear gloves.
	Assumption	She didn't call me. She must be sick.
Would	Request/ offer	Would you like a cup of tea?
	Past experience	When I was young I would play rugger.
Could	Past ability	He could play the violin (Now he can't)
	Request	Could I speak to John please?
Can	Present ability	I can speak five languages.
	Request/ permission	Can I open the window?
Ought to	Formal recommendation	We ought to know about first aids.

**Write 5 of your own sentences with modal verbs** – see if you can combine steps 1 and 2 knowledge as well!

Example: **Luckily**, my Aunt Lucy, **who can play the piano**, is able to make it to **the children's birthday party and** entertain – it's such a relief!

### Step 5: Using these skills in a paragraph

**Write another recount of your time during lockdown.** Use the following from this week AND from previous weeks:

- **Noun phrases** – determiner + adjective + noun
- **Conjunctions**
- **Parentheses – brackets, dashes and commas**
- **Relative clauses**
- **Variety of sentence openers**
- **Modal verb**

**Addition Reading Comprehension** – linked to geography: <https://www.twinkl.co.uk/go/sign-in> **OT3140**

### Weekly Reading Tasks

- Read your AR book and then take the quiz: Accelerated reader quiz: <https://ukhosted113.renlearn.co.uk/2236417/>
- Read to your parents/careers and discuss what you have read. Parents/careers - encourage them to read with expression and intonation.
- Watch Newsround and discuss what is happening in the wider world.
- Explore new vocabulary you find when reading. What are the origins of this word? Can it be modified? Can you find any synonyms or antonyms for your new word?  
With your parent/career, look in magazines, newspapers and books for new vocabulary you are unfamiliar with. You could use a highlighter to highlight in magazines and newspapers.

Some of you have been asking about collecting new reading books but unfortunately, due to the school closure, we are not able to facilitate this. You may have books at home that have an Accelerated Reader quiz assigned to it and you can find this out by using the AR book finder <https://www.arbookfind.co.uk/> Here you can search a book and see if a quiz if it has a quiz.

Devon Libraries are also offering access through their website: [www.devonlibraries.org.uk](http://www.devonlibraries.org.uk). Joining Devon Libraries is completely free and gives you immediate access to an unlimited supply of books, magazines, music, information (including Ancestry Library Edition), events and more.

Free ebooks can be found at <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page> - you do need to register but all books are free to read during the school closure. Unfortunately, their levels do not match the Accelerated Reader ZPD codes that your child has. But after having a look at some of the ebooks on AR book finder, this is a rough guide

Oxford reading levels 1-5 and are below a ZPD of 2, Levels 6/7 are roughly at a ZPD of 2 and levels 8-13 are between 2.5 and 4. This is a rough guide so please check before reading.

Audible is also giving free access to books during this time <https://stories.audible.com/start-listen>

### Weekly Spelling Tasks

It is great to see that many of you are practising spellings which you find difficult every day – it really is the best technique.

- Try to **work on 5 spellings a day** to help you make progress and then look to use them in your writing.
- **Handwriting practice** – ensure that you are joining all of your letters and practising those tricky joins (great to combine with your spellings).
- **Rainbow writing.** Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on.
- **Making up memorable 'silly sentences'** containing the word
- **Saying the word in a funny way** – for example, pronouncing the 'silent' letters in a word