

Summer Term - week 2

Spellings

physical	queue
prejudice	recognise
privilege	recommend
profession	restaurant
programme	rhyme
pronunciation	rhythm

Strategies to learn your spellings:

Rainbow writing:

Write over the word repeatedly in the colours of the rainbow so the children learn the pattern.

Dictionary work:

Use a dictionary to find the definition of unknown words.

What kind of words are they (adjective, verb, adverb)

Writing:

Write a sparkling sentence including the spelling word as well as year 5 punctuation targets.

If you have one, use a thesaurus to find alternatives such as synonyms or antonyms.

Writing - Stories from another culture.

L.O. To identify the 'build up' of a story.

Recap on the extract of the story about Rohan from last week. Maybe you can read it to an adult such as a grandparent who you can't visit at the minute.

But once he reached the big grey banyan tree that was the only tree in the lane, and found that the cobbler who usually sat under it, mending broken old shoes, was not there, he sat down in its shade, hiding himself in the folds of the great trunk, and sobbed a little with anger. He had not been able to get his sums right although he had tried. He had dropped the ink bottle by accident and not to spoil the teacher's white shoes. Perhaps it was bad of him to pull a face but how could he help it when things were going so badly? Now he was afraid to go home and hand the letter to his father, who would be very angry and beat him. He sometimes did, and often scolded him.

So Rohan hid there in the folds of the grey tree-trunk, and poked with a stick at the seeds dropped on the ground by the parrots that ate the red berries of the tree. He was so angry and afraid that he poked and poked with the stick till he had dug quite a deep hole in the dust. In that hole he found a little grey lump of rubber – a plain piece of rubber

that some other schoolboy might have dropped there long ago. He picked it up and rolled it about between his fingers.

"I wish it were a magic rubber," he said, sobbing a little. "I would rub out the whole school, like this – like this – " and he stepped out to look down the lane at the boys' school that stood at the end of it, and angrily rubbed at the air with the grey lump of rubber.

Then he stopped, his hand still in mid-air, his mouth still open, and his hair began to stand up on his head as it did on his neighbour's cat's back when she saw his dog.

Something very, very strange had happened. The school had vanished. He had really rubbed it out! The tall, three-storeyed house on its left, with its latticed balconies and green roof, was still there, and on the other side the tin-roofed warehouse where timber was stacked stood there too, but in between them, where the school had been, there was now a patch of earth.

Anita Desai

- What are the main parts of a story?

Think about the beginning, the build-up, the problem, the resolution and the ending.

- Look at the story mountain below. Add any extra ideas that you have on the plan.

L.O. To plan and draft a story ending in keeping with the cultural setting.

- How could we continue the story?
- What could happen next?

1. The Beginning
 Introduce the main characters and describe the setting. What will your opening sentence be?
 School → India
 Rohan
 Sums wrong
 Spilt ink on teacher's shoes
 Pulls face
 Sent home with letter.

2. The Build-Up
 What things happen? What clues are there? What is said? How do you build up the excitement?
 Under the banyan tree, feeling angry and scared of dad.
 Picking ground finds a rubber.
 I wish it was a magic rubber.

3. The Problem or Dilemma
 Starts to imagine he is rubbing out the school.
 Rubs at school school vanishes.
 Things might go wrong! Is there a mystery, or do terrible things happen? Are there any disagreements?

4. The Resolution
 How are things going to be sorted out? Problems have to be solved, and people made happy again.

5. The Ending
 Does the story end happily ever after? What have people learned? Have characters changed?

THE STORY MOUNTAIN PLANNER

- What would Rohan's Father's house be like?
- What sort of personality might his father have?
- What was the school like where Rohan studied?
- How did the teacher behave?
- What do you think happens next?
- Plan out the ending in your own words on the sheet below.

4. The Resolution

How are things going to be sorted out? Problems have to be solved, and people made happy again.

5. The Ending

Does the story end happily ever after? What have people learned? Have characters changed?

- Try to include at least 2 cultural references in your plan.
- Give yourself an opportunity to describe the setting.

E4E: Add in :

- fronted adverbials to sentences.
- Figurative language.
- Show me -don't tell me.

Keep this work safe. We are going to use your planning later.

L.O To write a dialogue between two characters.

What do you know about the layout of direct speech?

Inverted commas around the words spoken.
 First word inside starts with a capital letter.
 Use commas e.g Mark said, "Shall we..."
 Full stops, question marks - go inside " "
 New speaker, new line.

Identify the speech features here:

"Why are you home so early?" Rohan's father questioned. Rohan shook with fear, "I've got a letter from school to explain, but before you open it, please listen to me."

"What have you done now?"

Your challenge is to write a short speech between Rohan and his father.

- Remember to keep it exciting and punctuate it correctly.
- Additional details can be added to help tell the story.
- Remember, quality over quantity.

L.O. To write a relevant story ending including dialogue.

You now need your story ending and your dialogue.

- Write down 5 prepositions you could use at the beginning of your sentences.
- What makes successful writing?

Interest, suspense, thoughtful vocab, sentence structure, punctuation etc.

What features can you see in this speech?

"Hello Father," Rohan said sheepishly, as he came into the front room.

"Hello Son, how was school today?" Rohan's father knew something was wrong.

"Well Father, promise me please you will not get cross at me."

"Rohan, I cannot do that." Rohan's father replied as he got up out of his seat and crossed his large arms.

Now look at your dialogue and read through it. Make any changes you want to improve it.

You are now going to complete your own story ending including the dialogue you have written.

- Think about the quality of your writing.
- Aim for each sentence starter to be different by using prepositions, figurative language, fronted adverbials.
- Use your writing targets to guide you.

Here is a short introduction to your story ending if you are struggling for ideas.

Shocked and shaking, Rohan stood under the Banyan tree. Panic swept through him like a tidal wave. He stared at the rubber, questions reeling through his mind. What just happened? How much trouble am I going to be in? How can I put this right. 'If only I could go back and undo everything that has happened,' he thought. It was then that Rohan had an idea.

Grammar

LO: To recap key punctuation and grammar concepts.

Which prefixes would you add to these verbs?

___agree

___behave

___turn

___trust

___allow

How would you correct these sentences?

We was going swimming.

If we was not at school, I'd stay in bed.

Martha were at her friend's house.

I were on holiday in Spain.

Put brackets into these sentences.

My favourite book The Hobbit is a fantasy story.

It was a rainy day a Monday when the fire alarm went off!

The dog which was called Sid never stopped barking!

Where should the apostrophe be in these sentences?

Hannahs mum worked at the hospital.

Barry, my sisters rabbit, was grey and white.

Im going to the skatepark to see my friends.

Mum hasnt got time to go to the hairdressers.

Put in the missing semicolon:

Sam had worked hard he deserved to pass his exams.

Kate opened the drawer it was empty.

The rabbit was looking rather ill it needed taking to the vets.

Reading comprehension

NEW WORDS FOR OLD

Aladdin's story continues. After you've read it, find synonyms (words that mean the same as or are similar to) those in the table below.

When Aladdin appeared from nowhere and informed his mother of what had occurred, she was dumbfounded. Then, when she decided to clean the grimy oil lamp, they were both astonished when an even bigger and mightier genie materialised before their eyes.

Immediately, Aladdin wished for great wealth and a palace for he and his mother to live in. Soon, known all around for his generosity, he spoke to the Sultan and requested the hand of his daughter, Halima, in marriage.

The old traveller, however, came to hear about Aladdin's wealth and came to the palace dressed as a trader. On a day that Aladdin was away, the trader wandered through town calling: "New lamps for old!" Imagining her husband would be overjoyed with her action, she exchanged the magic lamp for a new one. The old man laughed pitilessly, rubbed the lamp and commanded the genie to take him, Halima and the palace to a distant land.

But Aladdin still possessed the magic ring. He asked its genie to take him to wherever Halima was kept captive. Together, they gave the old man a sleeping potion, found the lamp and returned home – palace, riches and all.



word	synonym	word	synonym
informed		wealth	
dumbfounded		imagining	
grimy		overjoyed	
materialised		exchanged	
astonished		pitilessly	
mightier		commanded	
generosity		possessed	
requested		captive	

Answers - Grammar

Which prefixes would you add to these verbs?

disagree

misbehave

return

mistrust

disallow

How would you correct these sentences?

We was going swimming.

We were going swimming.

If we was not at school, I'd stay in bed.

If we were not at school, I'd stay in bed.

Martha were at her friend's house.

Martha was at her friend's house.

I were on holiday in Spain.

I was on holiday in Spain.

Put brackets into these sentences.

My favourite book (The Hobbit) is a fantasy story.

It was a rainy day (a Monday) when the fire alarm went off!

The dog (which was called Sid) never stopped barking!

Where should the apostrophe be in these sentences?

Hannah's mum worked at the hospital.

Barry, my sister's rabbit, was grey and white.

I'm going to the skatepark to see my friends.

Mum hasn't got time to go to the hairdressers.

Put in the missing semicolon:

Sam had worked hard; he deserved to pass his exams.

Kate opened the drawer; it was empty.

The rabbit was looking rather ill; it needed taking to the vets.

Answers - Reading comprehension

word	synonym	word	synonym
informed	told / explained to	wealth	riches / fortune
dumbfounded	speechless / bewildered	imagining	picturing
grimy	grubby / filthy	overjoyed	delighted
materialised	appeared	exchanged	swapped
astonished	surprised / shocked	pitilessly	cruelly / heartlessly
mightier	more powerful	commanded	ordered
generosity	kindness	possessed	owned
requested	asked for	captive	prisoner