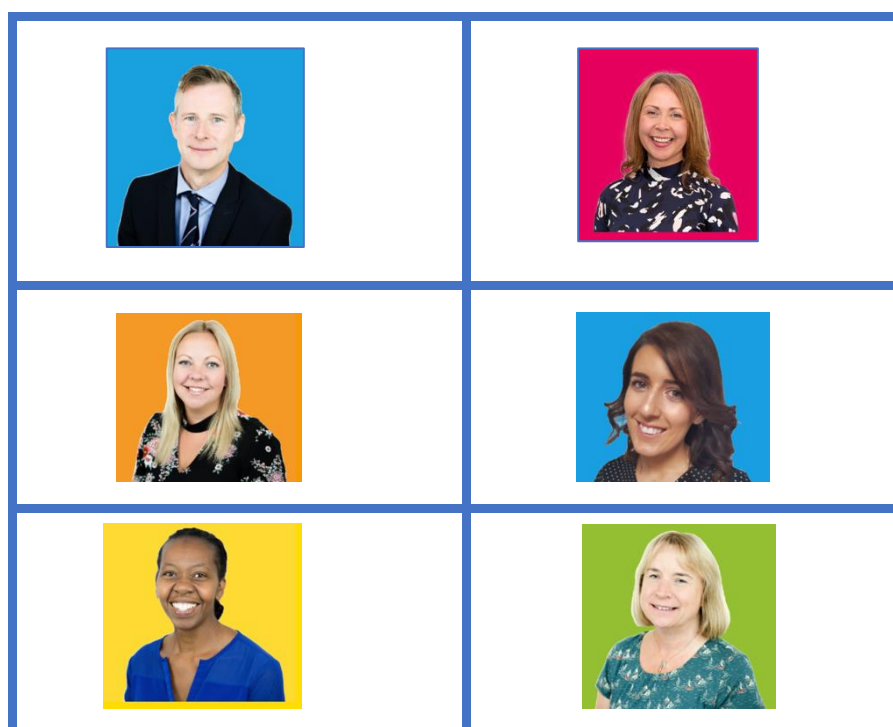


Home Learning Support Counts

Year 5



At **Literacy Counts**, we have put together materials to support parents and teachers to continue learning at home. We are committed to supporting and helping you in the event of longer-term closures. Look out for weekly emails and support documents with some exciting activities to support your children from Reception all the way through to Year 6.



The **Literacy Counts** team

Content Counts

Home Learning Timetable Counts







A) Sentence Activity Counts

B) Reading Activity Counts

C) Writing Activity Counts

D) Spelling Activity Counts

Home Learning Timetable Counts

	Before 9am	9.00-10.00	10.00-11.00	11.00-12.00	Lunch	1.00-2.00	2.00-3.00	Bedtime
Monday	Wake up! Have a wash and get dressed, make your bed, brush your teeth and eat your breakfast.	 English time! Read your reading book, use the Literacy Counts free resources to play phonics or spelling games www.literacycounts.co.uk , write or tell a story.	 Fresh air time! Go for a walk, play in the garden, take the dog for a walk, ride your bike. Rainy day activities – yoga, orienteering around the house, treasure hunt.	 Number time! Practise your number bonds, times tables, play number games. https://home.oxfordowl.co.uk/school-closure-resources/?region=uk	Lunchtime! Tidy up after your lunch, clean all surfaces and wash your hands.	 Craft and creative time! Build something with Lego, paint, draw, dance, bake, code, make a map, create a new game.	 Topic time! Complete an activity based on your current topic, create a fact-file, research your local area.	 Story time! Read your favourite bedtime story or try a new one. Keep checking our social media for our recommendations! @literacycounts1 Instagram.com/literacycountsconsult
Tuesday								
Wednesday								
Thursday								
Friday								

A) Sentence Activity Counts

Similes and Metaphors Activity

Simile – describing something by comparing it to something else

Metaphor – describing something as if it were something else

Choose a character from your favourite book or choose one from below.

- The Iron Man (Chris Mould version)
- King Kong (Anthony Browne)
- The Errand (Leo LeFleur)

Write five similes to describe the character. Then turn the similes into metaphors, like in the table below. Which one do you think is more effective?

Can you write a character description using your similes and metaphors?

Iron Man Simile	Iron Man Metaphor
His eyes are like an enraged prisoner desperate for freedom.	His eyes are an enraged prisoner desperate for freedom.
His jaw is like a jagged rock that snaps as it nears.	His jaw is a jagged rock that snaps as it nears.

Don't forget to share with Literacy Counts on  &  @LiteracyCounts1/. Prizes to be won!

Personification Activity

Personification – describing objects as if they are people

Choose a word from list A. Choose a word from list B that names its action. Can you write a sentence using the two words?

List A	List B
storm	dance
clouds	sing
sun	remind
moon	guide
stars	kick
trees	teach
mountain	dream
stream	listen
rain	wave

Can you write a poem using your sentences?

e.g.

Storm Front

The bruised sky slumps ominously low,
Thick rolling clouds fuse their fists together to suffocate the horizon
below,
Spewing jagged forks of lightning, they tear down through the
murk,
Beneath turbulent skies, mountainous waves relentlessly rub
shoulders against each other,
Liquid valleys hustle under the peaks.

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Concrete & Abstract Noun Activity

Concrete noun - physical things that you can see, touch, taste, hear or smell

Abstract noun - things that don't have a physical form, but are still things

Choose a picture of a setting from one of your favourite books. Name as many concrete nouns as you can see, then match them with an abstract noun from the grid below. *e.g. the tree of peace*

pain	knowledge	shock
suffering	brilliance	faith
grief	justice	unease
bitterness	fear	despair
shortcoming	anxiety	dread
adversity	pleasure	calm
loathing	delight	spite
hatred	awe	jealousy
evil	reality	hate
nightmares	anger	integrity
love	loyalty	deceit
peace	courage	compassion
angst	trust	envy
pride	frustration	ugliness
honesty	misery	friendship
bravery	truth	disease
trepidation	agony	charity
kindness	hope	freedom
joy	sorrow	agitation
worry	coldness	weakness

Can you extend your sentence using one of the conjunctions below?

that

which

whose

e.g. The tree of peace that towers above majestically.

Can you make a poem or use your writing in a setting description?

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Prefix Activity

A prefix is added at the beginning of a word in order to turn it into another word.

Read the definitions for each prefix below. Can you match the correct prefix to the root words? Use the new words in a sentence each.



Prefixes:

dis- opposite of/not	de- off/down/away from	mis- wrongly	over- too much	re- again
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appear	interpret	motivate
understand	cover	trust
take	react	due
cover	turn	able
call	joy	repair
construct	rail	do

B) Reading Activity Counts

You may want to use these question starters with your child to encourage them to explore their reading further:

Vocabulary

- Find and copy one word that means...
- What does the word ... mean in this sentence?
- What does the phrase ... mean?
- Which of the following words is the closest in meaning to ... ?
- What does the word ... tell you about ... ?

Inference

- What makes you think that ... ?
- Explain what ... suggests about ... ?
- How can you tell that ... ?
- How do you know ... ?
- What does the word ... tell you about the character/setting/mood?
- Why were ... ?

Retrieval

- Summarise what happened in ...
- What else tells you ... ?
- Give me two reasons why ...
- What was revealed at the end of the story?
- Tell me two things you were told about ...

Prediction

- Do you think ... will happen? How does the text help you to decide this?
- What will happen next?
- What might the character's intentions be based on what you have already read?
- What does the last paragraph suggest about ... ?

Visualisation

- Which sentence best describes ... ?
- Which of the pictures best represents ... ?
- From the description, where was the... /why was the... /how was the ... ?

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Reading Journal Activities

Pick a character or two from the story and draw them.	Construct a timeline of events in the story. (Storyboard)	Use the dictionary to look up 6 words that you do not know and write their meaning.	Write a blurb for the story.
Make a cartoon strip showing part of the story.	Compare two characters in the story. How are they similar? Different?	Design a new eye-catching front cover for the book.	Write an alternative ending for the story.
Write about your favourite part of the story and explain why.	Make a fact file about one of the characters.	Choose a page and write a list of all the adjectives.	Design a poster to advertise the book. Tell the buyers why they should buy the book.
Which character did you like the most? Explain why	Choose a page and pick a descriptive word. Use a thesaurus to find 5 alternatives.	Write a letter to the author telling them why you did or didn't like their book.	Draw a picture of where the story is set as you imagine it to be from the description in the book.
Read a passage and list the words and phrases used to create an atmosphere.	Write a new opening paragraph for the book.	Design a wanted poster for a character in the story. Remember to describe them well.	Choose a page and write down all the verbs on the page.

C) Writing Activity Counts

Travel Agent Activity

Make an article for a travel brochure about a setting in the book you are reading (the more unusual the better!) or choose one from below. Include details of:

- the landscape
- what you can do there
- any shops or other buildings of note
- what is special about the place



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Tell This Story Activity

Choose a quote from below and tell the story you imagine from it.

‘Dragons stalk the streets, puffing out smoke and clattering their mechanical wings.’

‘Sometimes, I’ve believed as many as six impossible things before breakfast.’

‘Generally, by the time you are Real, most of your hair has been loved off, and your eyes drop out and you get loose in the joints and very shabby.’

‘There was only orange juice in the fridge. Nothing else you could put on cereal, unless you think ketchup or mayonnaise or pickle juice would be nice on your Toastios, which I do not, and neither did my little sister, although she has eaten some pretty weird things in her day, like mushrooms in chocolate.’

‘And so for a time it looked as if all the adventures were coming to an end; but that was not to be.’

‘The greatest secrets are always hidden in the most unlikely places.’

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Letter Activity

Write a letter using one of the ideas below, or use one of your own!

Write a letter from you to a character in one of your books.

Imagine you are a character in your book. Write a letter to another character in the story.

Write a letter to the author of one of your books. What would you ask them? Tell them what you thought of the book.

Change It Up Activity

Choose one of the ideas below to change one of your favourite stories and rewrite it.

Change the main character. How does this change the plot of the story?

Change the ending of the story.

Change where the story is set. Write a setting description for your new setting.

Change the story so it is suitable for younger readers. What will you need to change?

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Different Perspective Activity

Perspective – the person who is telling the story.

Every story is told from a person's point of view. Sometimes it can be told from a number of different points of view. This helps the reader to understand the character's and understand how they are different to each other.

Choose one of your favourite books, or a book you have read recently. Whose perspective is the story told from?

Now choose a different character – this activity will work really well if you can choose a character who is very different to the one originally telling the story!

Can you re-write the story from this character's perspective?

e.g.

A Harry Potter story told from the perspective of Draco Malfoy.

Holes told from the perspective of the warden.

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D) Spelling Activity Counts

The word list for Year 5/6 is statutory. The list is a mixture of words children use a lot in their writing and those which they often misspell. In this section, you will find the Year 5/6 spelling list and ideas for activities to help you learn these words.

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Year 5/6 Spelling List Counts

accommodate	communicate	equip	immediately	physical	sincerely
accompany	community	equipped	individual	prejudice	soldier
according	competition	equipment	interfere	privilege	stomach
achieve	conscience	especially	interrupt	profession	sufficient
aggressive	conscious	exaggerate	language	programme	suggest
amateur	controversy	excellent	leisure	pronunciation	symbol
ancient	convenience	existence	lightning	queue	system
apparent	correspond	explanation	marvellous	recognise	temperature
appreciate	criticise	familiar	mischievous	recommend	thorough
attached	curiosity	foreign	muscle	relevant	twelfth
available	definite	forty	necessary	restaurant	variety
average	desperate	frequently	neighbour	rhyme	vegetable
awkward	determined	government	nuisance	rhythm	vehicle
bargain	develop	guarantee	occupy	sacrifice	yacht
bruise	dictionary	harass	occur	secretary	
category	disastrous	hindrance	opportunity	shoulder	
cemetery	embarrass	identity	parliament	signature	
committee	environment	immediate	persuade	sincere	

Letter Scramble Activity

Can you unscramble the letters to reveal the Year 5/6 spelling word?

iahevec	taatdhce
dkwwaar	gacnciord
armaeut	cacmetamood
vaaaiblel	vsgsgaeer
ypmnacaco	ntaparep
gaabrin	gvraaee
ciapreptea	sbuier

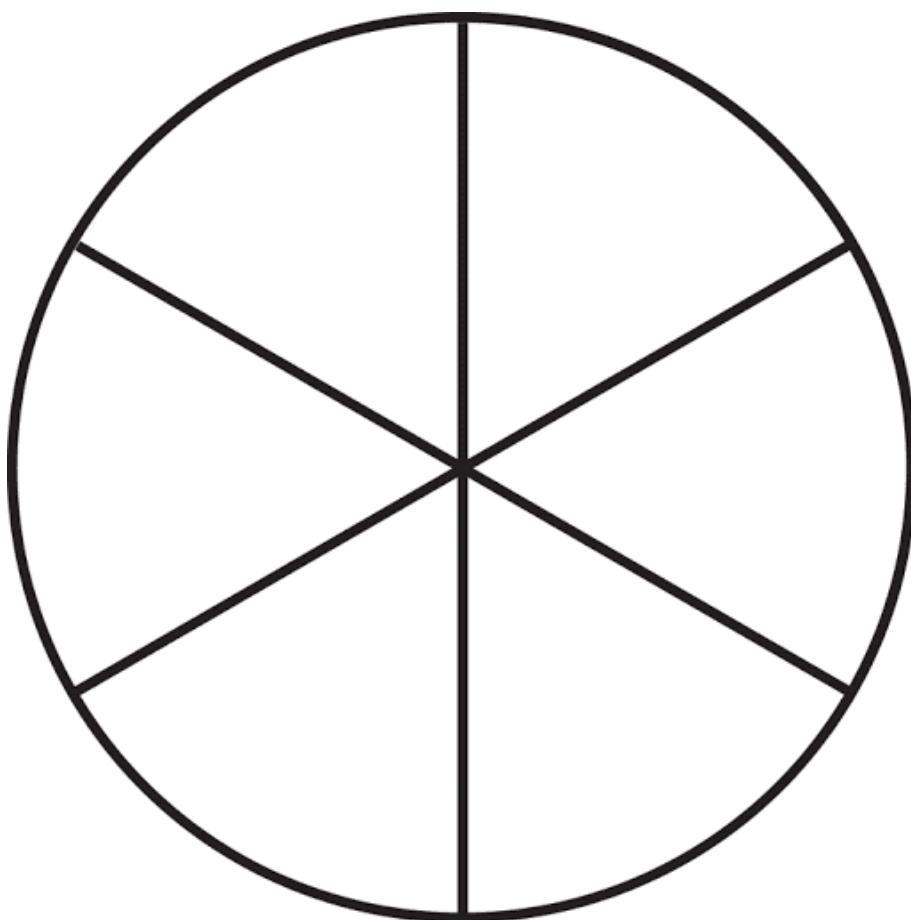
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Word Wheel Activity

Write the challenges below on each section of the spinner. Use the spinner to play spelling games.

- Spelling bee – spell the word out loud
- Draw it
- Act it out
- Synonym – write 3 words that mean the same
- Antonym – write a word with the opposite meaning
- Say it in a sentence – write the sentence down

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise

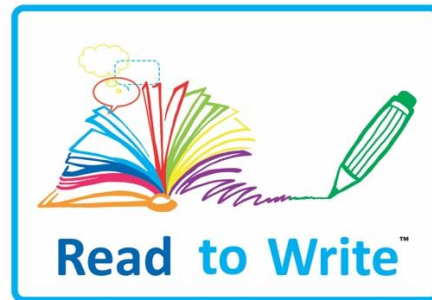


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Look, Say, Cover, Write, Check Activity

	Look ✓	Say ✓	Cover ✓	Write	Check ✓	Corrections
category						
cemetery						
committee						
communicate						
community						
competition						
conscience						
conscious						
controversy						
convenience						
correspond						
criticise						

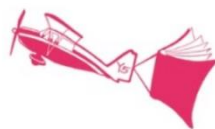
Beautiful units of
work for your
classroom

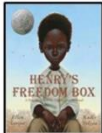
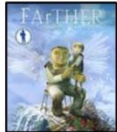

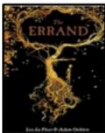




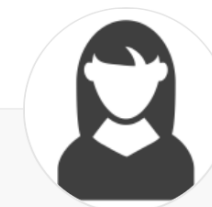
Read to Write empowers teachers to provide high-quality teaching of writing through high-quality literature. These detailed units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities within and across the curriculum and they also signpost wider curriculum enrichments. These units are being implemented with great success because they *also* provide:

- Clear sequential Episodes of Learning
- Model Texts linked to writing outcomes within the unit
- Vocabulary learning and contextualised spelling, grammar and punctuation
- Wider reading for the wider curriculum
- Curriculum Enrichments
- A wealth of resources
- Explicit links to the national curriculum

Read to Write is evidence-based teaching of writing. These units have been carefully mapped out so the entire statutory curriculum for English is covered for each year group. They also enable schools to draw upon the wider curriculum, which supports schools to build rich curriculums.



Year 5 Suggested Progressive Sequence					
A	B	C	D	E	F
Henry's Freedom Box 	FaTHER 	The Promise 	The Errand 	The Lost Book of Adventure 	King Kong 
Writing Outcome & Writing Purpose					
Recount: Diary Purpose: To recount	Narrative: Setting Narrative Purpose: To narrate	Narrative: Character Narrative Purpose: To narrate	Narrative: Cliff hanger Narrative Purpose: To narrate	Narrative: Survival Narrative Purpose: To narrate	Narrative: Dilemma Narrative Purpose: To narrate
Recount: Henry Brown Biography Purpose: To recount	Recount: Letter Purpose: To recount	Recount: Newspaper Report Purpose: To recount	Instructions: Instruction Manual Purpose: To instruct	Explanation: Survival Guide Purpose: To explain	Discussion: Balanced Argument Purpose: To discuss



K. HANWOOD

St Alban's RC School, Year 3 Teacher, 2020

'The impact on writing access abilities has been amazing! The ideas and model text gives children the tools to become a 'writer' – making thoughtful choices.'

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