



## Year 5 Spelling Punctuation and Grammar Grid 2

Week beginning 1 <sup>st</sup> June							
<p><b>Write these sentences into your book, selecting the correct homophone.</b></p> <ol style="list-style-type: none"> <li>The bride and groom walked down the <b>aisle/isle</b> smiling happily.</li> <li>My teacher asked me to read the story I'd written <b>aloud/allowed</b>.</li> <li>I <b>guest/guessed</b> the answer to the question because I wasn't sure.</li> <li>My grandmother offered to <b>alter/altar</b> my dress as it was too big.</li> <li>I've warned my sister not to <b>steel/steal</b> my things, but she doesn't listen!</li> </ol>	<p><b>Look, say, cover, write and check.</b></p> <p>In your child's writing book, please write the headings: Look, Cover, Write, Check, Spell.</p> <p>Choose 4 spellings from the Year 5 and Year 6 common exception words.</p>						
<p><b>Add a relative clause to these sentences using the relative pronouns who, which or that – remember to punctuate them correctly.</b></p> <p>e.g. My sister, <b>who is older than me</b>, loves chocolate.</p> <ol style="list-style-type: none"> <li>The man _____ went to get some lunch.</li> <li>She lived in a small house _____.</li> <li>My teacher _____ told me to try my best.</li> <li>His mum _____ was a policewoman.</li> <li>The sofa _____ was extremely comfortable.</li> </ol>	<p><b>Spelling Flower</b></p> <p>In your child's writing book, ask them to draw a large flower. They should write a spelling in each petal.</p> 						
<p><b>Singular</b> nouns are when there is only one. <b>Plural</b> nouns are when there is more than one.</p> <p>Work out the plural of each singular noun and then put each plural into a sentence and write them out in your book.</p> <table border="1" data-bbox="132 1126 359 1323"> <thead> <tr> <th>Singular noun</th> </tr> </thead> <tbody> <tr> <td>tree</td> </tr> <tr> <td>fox</td> </tr> <tr> <td>tooth</td> </tr> <tr> <td>leaf</td> </tr> <tr> <td>train</td> </tr> </tbody> </table>	Singular noun	tree	fox	tooth	leaf	train	<p><b>Upper and Lowercase</b></p> <p>In your child's writing book, they should write 4 common exception words out in lowercase and then in upper case. Do this 3 times.</p> <p><b>bicycle</b> <b>BICYCLE</b></p>
Singular noun							
tree							
fox							
tooth							
leaf							
train							
<p>Rewrite these sentences into your book, but change the words in bold to their contracted form. E.g.</p> <p><b>He is</b> looking forward to the weekend = <b>He's</b> looking forward to the weekend.</p> <ol style="list-style-type: none"> <li><b>They are</b> going to the cinema tonight.</li> <li>Mary said, "<b>You have</b> got a lovely house."</li> <li><b>I have</b> got to be home by 7 o'clock.</li> <li><b>It is</b> cold outside today.</li> <li>They <b>did not</b> look both ways before crossing the road.</li> </ol>	<p><b>Spend time on spellzone working on the Year 5 and Year 6 statutory spellings.</b></p> <p><a href="https://www.spellzone.com/word-lists/games-389.htm">https://www.spellzone.com/word-lists/games-389.htm</a></p>						
<p>Pick the correct pronouns to fill the gaps.</p> <table border="1" data-bbox="523 1720 999 1778"> <tr> <td>she</td> <td>we</td> <td>you</td> <td>me</td> <td>he</td> <td>they</td> </tr> </table> <ol style="list-style-type: none"> <li>_____ are not coming to our party anymore.</li> <li>Would _____ like some chocolate cake for dessert?</li> <li>I love my sister. _____ is really kind to _____.</li> <li>_____ were happy that our train finally arrived.</li> <li>I went to see my brother in hospital, thankfully _____ is recovering well.</li> </ol>	she	we	you	me	he	they	<p>In your child's writing book they should write 4 common exception spellings as you read them out. To help your child you might want to say the word and also say it in a sentence. Mark their spellings together and look at any they found tricky or got wrong.</p>
she	we	you	me	he	they		

## Year 5 Spelling Punctuation and Grammar Grid 2

Week beginning 8 <sup>th</sup> June	
<p><b>bought or brought?</b> Write out each sentence in your books, choosing the correct word to put in the gap.</p> <p>1. Lily _____ a loaf of bread.</p> <p>2. Thomas _____ his sister home from school on Thursday.</p> <p>3. He _____ a friend round to his house to play.</p> <p>4. I _____ six cookies from the bake sale to share with my family.</p> <div style="border: 1px dashed red; padding: 5px; margin: 10px 0;"> <p>bought – linked to buying</p> <p>brought – linked to bringing</p> </div>	<p><b>Look, say, cover, write and check.</b></p> <p>In your child's writing book, please write the headings: Look, Cover, Write, Check, Spell.</p> <p>Choose 4 spellings from the Year 5 and Year 6 common exception words.</p>
<p>Try and improve this paragraph. Write it out in your book and WOW me with how much better you can make it!</p> <p>It was a windy day. The balloons went up into the sky. The passengers were excited. The crew were scared. People cheered them on.</p> 	<p><b>Rainbow Spellings</b></p> <p>In your child's writing book, please ask them to write each spelling out 3 times using two different colours. One colour for the consonants and a different colour for the vowels.</p> <p style="text-align: center; font-size: 1.2em;"><b>water</b></p>
<p><b>are or our?</b> Write out each sentence in your books, choosing the correct work to put in the gap.</p> <ol style="list-style-type: none"> <li>1) Liverpool and Everton _____ football clubs from Liverpool.</li> <li>2) _____ dog is constantly digging holes in the garden.</li> <li>3) _____ we allowed to share the last slice of cake?</li> <li>4) The leaves on the trees in _____ garden _____ starting to come back.</li> </ol> <p>Now, can you write your own sentence using <b>are</b>? Can you write your own sentence using <b>our</b>?</p>	<p><b>Use the word in a sentence</b></p> <p>In your child's writing book, they should write 4 common exception words in a sentence. Please remind them that each sentence needs to be correctly punctuated.</p>
<p>Turn each pair of sentences into one sentence using a conjunction. Write the new sentence into your books and underline the conjunction you used.</p> <p>e.g. A man told me you were away. He answered the phone. A man told me you were away <b>when</b> he answered the phone.</p> <ol style="list-style-type: none"> <li>1. A girl is in hospital. She was injured in an accident.</li> <li>2. I saw the man. He closed the door.</li> <li>3. The waitress was extremely rude. She served us last week.</li> <li>4. She felt like crying. She put the phone down.</li> <li>5. Matthew knew he could win the race. He ran as fast as he could.</li> </ol>	<p><b>Spend time on spellzone working on the Year 5 and Year 6 statutory spellings.</b></p> <p><a href="https://www.spellzone.com/word-lists/games-389.htm">https://www.spellzone.com/word-lists/games-389.htm</a></p>
<p><b>Synonyms</b> are words with the same or similar meaning. <b>Antonyms</b> are words with opposite meanings.</p> <p>e.g. happy --- a synonym - glad      an antonym – upset</p> <p>Can you think of a synonym and antonym for each of these words?</p> <ol style="list-style-type: none"> <li>1) scary</li> <li>2) young</li> <li>3) angry</li> <li>4) hairy</li> <li>5) rich</li> </ol>	<p>In your child's writing book they should write 4 common exception spellings as you read them out. To help your child you might want to say the word and also say it in a sentence.</p>