



Home Learning Pack Year 5

Guidance and Answers

Spring



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Week 1 Monday

Recognising Parenthesis (page 2)

Question 1 - This question is asking for your child to identify the sentences which need brackets, commas or dashes for **parenthesis** added to them to help make the sentences easier to read and understand. **Parenthesis** is a word, phrase or clause added to a sentence to give further information or clarification. The sentence will still make sense without the parenthesis. **Parenthesis** is shown using **parentheses**, which can be a pair of commas, brackets or dashes. For example: Lucy put on her shoes (the red ones) before going outside.

Tick the sentences which would be clearer if the parenthesis was demarcated accurately. The correct answers are **sentences A, B and D**.

Question 2 – This question asks your child to circle the type of information that is added to the sentences through the inclusion of **parenthesis** (see question 1).

Circle the type of information the parenthesis gives us. The correct answer is: **time**.

Question 3 – In this question, your child is asked to read the sentences which use **parenthesis** (see question 1). They must identify whether the **parenthesis** in each sentence has been underlined correctly. Once they have decided, they must write their own sentence to explain their choice.

The correct answers are:

A. Albie is incorrect because the given words are essential to the meaning of the sentences and are not written between the dashes. Albie should have underlined 'which was great fun for everyone' as this is not essential to the meaning of the sentence and is between the dashes.

B. Albie is correct because this information is not essential to the meaning of the sentence and is written between the commas.

Week 1 Tuesday

Using Brackets to Indicate Parenthesis (page 3)

Question 1 – This question asks your child to match the **parenthesis** (see page 3) to the underlined noun in each sentence. **Nouns** are naming words. It is a person, animal, thing or place.

Match the underlined noun in each sentence to its parenthesis. The correct answers are **A. 2, B. 3 and C. 1.**

Question 2 – This question shows two sentences using **parenthesis** (see page 3) but one of the brackets is missing. Your child must read the sentences and identify where the missing bracket needs to be placed.

Each of these sentences only has one bracket. Tick the box where the missing bracket should go. The correct answers are:

- A. The children (who were all big fans of rugby were getting ready to meet their favourite players.
-
- ↓ ↓ ↓
- B. Annabelle was waiting for her friend who was running late as usual) to pick her up for the party.
-
- ↓ ↓ ↓

Question 3 – In this question, your child is asked to rewrite the sentence using brackets to show **parenthesis** (see page 3) correctly. Children must read the sentence and identify the extra information to enable them to place the brackets in the correct place in the sentence.

The correct answer is:

Benjamin (who really likes writing and playing music) is starting to learn how to play the guitar at school next week.

Week 1 Wednesday

Using Dashes to Indicate Parenthesis (page 4)

Question 1 – This question has three sentences each using dashes for **parenthesis** (see page 3) for your child to read. They must read each sentence and put a tick in the true or false column to show whether the dashes for **parenthesis** have been used correctly.

True or false? Dashes have been correctly used to indicate parenthesis in the sentences below. **A. false, B. true and C. true.**

Question 2 – This question gives three boxes each containing part of the sentence. You child is required to put the sentence in the correct order and punctuate it correctly.

Order and punctuate the sentence below, using dashes to indicate parenthesis.
The correct answer is:

The museum – which was just about to open – had a long queue of people waiting to enter.

Question 3 – In this question, your child is asked to rewrite the sentence using dashes to show **parenthesis** (see page 3) correctly. Children must read the sentence and identify the extra information to enable them to place the dashes in the correct place in the sentence.

The correct answers are:

A. My sister – who has just begun her university course – is training to be a nurse.

B. Paula – who is my best friend – is coming over to my house later to watch films and have a sleepover.

C. I want to visit New Orleans – which is in Louisiana in America – because there is so much to see and do there.

Week 1 Thursday

Using Commas to Indicate Parenthesis (page 5)

Question 1 – This question has three sentences that are not in the correct order. Your child must put each sentence in the correct order and add in the commas to indicate **parenthesis** (see page 3).

Order the parts of the sentence below. Add commas to punctuate parenthesis. The correct sentences are:

- A. The television, which we had only bought recently, would not turn on.
- B. Snowdonia, a well-known national park, is home to highest mountain in Wales.
- C. the book, which has been at the top of the bestseller list for three weeks, is sold out in book stores around the country.

Question 2 – This question gives children three sentences. Your child must read the sentences an underline the **parenthesis** (page 3) that has been included and add in the commas needed to punctuate the sentences correctly.

Underline the parenthesis in the sentences below. Add in missing commas.

The correct answers are:

- A. Randy, who was turning ten in the morning, was too excited to sleep.
- B. Class six, who have been working hard to fundraise, were nervously waiting to be told if they had enough money to go on their residential trip.
- C. The bus, which was old and rickety, was struggling to make it up the hill on the motorway.

Question 3 – In this question, Your child is given a paragraph that needs to be edited. They must read the sentences and rewrite them to include the commas to show **parenthesis** (page 3) that are missing. They must also write their own example of **parenthesis** (page 3) that can be added in the gap in the text.

The correct punctuation is shown below. Accept suitable added parenthesis demarcated by commas, for example:

The sunlight, which was just peeking through the early morning clouds, was beginning to light up the street. Annie and Georgia, who were lying peacefully in their beds, were starting to stir. Mum, who was waiting eagerly in the kitchen, had an amazing surprise in store and was impatient for the girls to get out of bed!

Week 1 Friday

Recognising Noun Phrases (page 6)

Question 1 – This question has three sentences that your child must read. They then need to identify which of the sentences use an **expanded noun phrase**. A **noun phrase** is a group of words which contains a noun but no verb. For example: a chair; the roses. An **expanded noun phrase** is a noun phrase which gives more information about the noun, such as, using adjectives to describe it. For example: the tall, beautiful roses. An **adjective** is a word used to describe an object, person or setting.

Tick the sentences which include an expanded noun phrase. The sentences which contain an expanded noun phrase are:

A and B

Question 2 – This question asks your child to identify whether it is true or false that the phrase that has been underlined in each sentence is an **expanded noun phrase** (see question 1).

True or false? The expanded noun phrases have been underlined in the sentences below. The correct answers are:

A. false; B. true; C. true

Question 3 – In this question, your child is asked to decide whether Dean has correctly added an appropriate **expanded noun phrase** (see question 1) to the given sentence. Once they have made their decision, children must write a sentence to explain their reasons.

Dean thinks he has added an appropriate expanded noun phrase to the sentence below. Is he correct? Explain how you know. The correct answer is:

Dean has added an expanded noun phrase to the sentence but the adjectives he has included are not appropriate. This is because he has chosen to include too many adjectives to describe the house. To make his expanded noun phrase more appropriate, Dean should have only chosen two adjectives to describe the house not five.

Week 2 Monday

Using Noun Phrases (page 7)

Question 1 - This question is asking for your child to choose the appropriate **adjective** from the word bank given to complete the sentences. An **adjective** is a word used to describe an object, person or setting.

Choose **adjectives** from the list to use in the sentences given. The answers to this question can vary, as long as those chosen make sense within the sentence. For example: **A. devastating, unexpected; B. tired, frail; C. busy, disorganised.**

Question 2 – This question asks your child to circle the pair of **adjectives** (see question 1) that could replace the ones in the sentence without changing the meaning of the sentence.

Circle the pairs of words that won't change the meaning of the sentence: **restless, frantic** and **raging, troubled**

Question 3 – In this question, your child is asked to write a **multi-clause sentence** which includes a **noun phrase**. A **multi-clause sentence** is a sentence that has more than one action in it. For example: The dog chased the cat after it saw the cat in the garden. A **noun phrase** is the term given for an **adjective** (see question 1) paired with an object, person or place, such as the 'territorial dog'. An image has been provided to give a subject for the sentences. The question specifies that two **adjectives** (see question 1) and a **preposition** need to be included within the sentence. A **preposition** is a word which describes where something is. Examples of these include: up, on, after or above.

The question asks for a sentence to fit the specifications given. Answers will vary. An example answer is: **The adventurous, skilled climbers, who had travelled around the country climbing different mountains, began their ascent up their most dangerous climb yet.**

Week 2 Tuesday

Past or Present (page 8)

Simple past tense is used to describe an action that has started and ended in a time before now. For example: I walked the dog.

Past progressive tense is used when an action has continued for a period of time in the past, for example: It was raining last night.

Present progressive tense expresses continuing action that is occurring now, for example: I am listening. It is formed using the verb 'to be' with the present participle.

Question 1 - This question is asking for your child to identify the sentences that uses the **past progressive tense**. They should read each sentence to see which one implies an ongoing activity from the past.

Tick the sentences which uses the **past progressive tense**. The correct answer is **B**.

Question 2 – This question asks your child to match the sentences to the correct **tense**. There are three sentences and three different **tenses**. Each sentence is a different **tense**. They will need to read each sentence carefully to be able to identify the words. It may help them to underline any words which indicate the **tense**.

Match each of the sentences to its correct tense. The correct answers are: **A. simple past, B. present progressive, C. past progressive**

Question 3 – In this question, your child is asked to read the sentences the children have written and identify who has written their sentence in the **present progressive tense** correctly. They are also required to explain their answer which can be done by identifying the tense that the incorrect sentence has been written in.

The correct answer is: **Kyle is correct. Katy has written her sentence in the past progressive tense.**

Week 2 Wednesday

Present Perfect Form (page 9)

Present perfect tense is used to talk about experiences that are not time specific, an action that has started in the past but has an outcome in the present, or an action that has started in the past and is continuous up until the present. It is formed by using the present tense of the **auxiliary** verb 'have' plus a past participle, for example: I have been to Spain.

An **auxiliary verb** is a verb that links another verb to the main sentence. For example: have or be.

Question 1 - This question is asking for your child to circle the correct verb form for each of the sentences so that it is written in the **present perfect tense**. They should read each sentence carefully and read both options.

Circle the verb form that will mean each sentence is written in the **present perfect tense**. The correct answers are: **A. have painted, B. has fallen, C. have roasted**

Question 2 – This question asks your child to change each of the underlined verb forms so that the sentences are written in the **present perfect tense**. They need to think about the use of an **auxiliary verb** to help them.

Rewrite the underlined verb forms so that the sentences are written in the **present perfect tense**. The correct answers are:

A. I have read a range of different books so I can complete the school reading challenge.

B. My grandpa and grandma, who were married aged 22, have written letters to each other every week since they got married.

C. My parents, who love birthdays, have planned a surprise birthday party for my sister this year.

Question 3 – In this question, your child is asked to read the sentence provided and say whose statement is correct. To do this, they should read the sentence carefully and look for the **verb tense** and whether an **auxiliary verb** has been used.

The correct answer is: **Frankie is correct. The sentence is written in the present perfect tense as it describes something that has happened in the past and is continuing now. The auxiliary verb 'have' has also been used.**

Week 2 Thursday

Using the Past Perfect Form (page 10)

Past perfect tense relates to actions that were completed before a certain point in the past, for example: The man sighed because he had missed his train.

An **auxiliary verb** is a verb that links another verb to the main sentence. For example: have or be.

Question 1 - This question is asking for your child to insert the correct verb form into each sentence so that they are written in the **past perfect tense**. They have been provided with a word bank to help them.

Insert the correct verb form that will mean each sentence is written in the **past perfect tense**. The correct answers are: **A. had driven; B. had forgotten; C. had drawn**

Question 2 – This question asks your child to tick all the sentences that are written in the **past perfect tense**. They need read each sentence carefully and think about the use of an **auxiliary verb** to help them.

Tick the sentences that are written in the **past perfect tense**.

The correct answers are: **B and C**

Question 3 – In this question, your child is asked to identify who has written their sentence in the **past perfect tense** correctly. To do this, they should read the sentence carefully and look for the **verb tense** and whether an **auxiliary verb** has been used.

The correct answer is: **Peter is correct. The sentence is written in the past perfect tense as it describes something that has happened in the past before something else. Pippa has written in the simple past tense.**

Week 2 Friday

Using the Present Perfect Form (page 11)

Future perfect tense relates to actions that will be completed in the future, but have a confirmed finish time, for example: The girl will have finished her homework by Monday.

An **auxiliary verb** is a verb that links another verb to the main sentence. For example: have or be.

Question 1 - This question is asking for your child to identify which tense each of the sentences are in. To do this, they will need to read each sentence carefully and look for any **auxiliary** verbs. Once they have identified the tenses, they need to rewrite any sentences necessary so that all the sentences are written in the **future perfect tense**.

Identify the tenses of the three sentences. Rewrite any sentences necessary so that they are all written in the **future perfect tense**.

The correct answers are: A. future perfect; B. simple future; C. future perfect
I will have used two more pints of lemonade to cater for everyone coming to the party.

Question 2 – This question asks your child to select the correct verb form from the word bank so that each sentence is written in the **future perfect tense**. They need read each sentence carefully and think about the use of an **auxiliary verb** to help them.

Use the word bank to complete the sentences using the **future perfect tense**.

The correct answers are: A. will have saved; B. will have qualified; C. will have decorated

Question 3 – In this question, your child is asked to identify the mistakes that have been made when trying to write a sentence in the **future perfect tense**. To do this, they should read the sentence carefully and look for the **verb tense** and whether an **auxiliary verb** has been used. They then need to rewrite the sentence so that it is written correctly in the **future perfect tense**.

The correct answer is: Eliza has forgotten to use the auxiliary verb 'have' and change her verb to the past tense.

When I arrive home from school my mum will have cooked dinner for me so I can eat straight away.

Additional Resources

Guided Reading – The Unsinkable Giant (page 12 - 16)

Children should read the diary entry and answer the questions giving as much detail as they can. Any unfamiliar vocabulary should be highlighted, and children should be encouraged to discuss its meaning or find the definition in a dictionary. Your child may find it easier to read the questions first, then read the text and then answer the questions. In order to answer the questions, it's normal to read the text once in full and then for a second time to find the answers. Help your child practice skimming and scanning by getting them to read the first line of each paragraph and predict if they will find the answer to the question they are looking for in that paragraph.

The answers to the questions are given below.

1. Who is writing the diary?

Annie is writing the diary.

2. What features tell you that this text is a diary?

The use of emotive language, dates and the fact that it is written in the first person.

3. In the extract 'April 14th 1912 11:45pm', what signs tell us that something is wrong?

Everyone was in a hurry, the lights came on in the middle of the night, everyone had worried faces and the steward was shouting.

4. What language features is used in the phrase '*...we found a wall of people...*'?

Metaphor

5. Which words or phrases indicate a sense of urgency?

Kieron was pulling Annie along corridor after corridor and Kieron picked up Patrick and began to run.

6. Read the extract 'April 15th 1912 1:45am'. What impression do you get of Kieron?

Various answers, for example: he is determined to help others before saving himself, or he is brave.

7. Which word in the extract 'April 15th 1912 1:15am' is a synonym of bravery?

Valour

8. What date did Sally and Annie plead with Kieron?

April 15th 1912

9. What does Annie's pleading tell us about the situation?

Annie is desperate for Kieron to get into the lifeboat to save his life.

Additional Resources

Guided Reading – City Life, Countryside Living (page 17 - 20)

Children should read the **non-fiction report** (a piece of writing giving information about a topic) and answer the questions giving as much detail as they can. Any unfamiliar vocabulary should be highlighted, and children should be encouraged to discuss its meaning or find the definition in a dictionary. Your child may find it easier to read the questions first, then read the text and then answer the questions. In order to answer the questions, it's normal to read the text once in full and then for a second time to find the answers. Help your child practice skimming and scanning by getting them to read the first line of each paragraph and predict if they will find the answer to the question they are looking for in that paragraph.

The answers to the questions are given below.

1. What does the writer mean by the phrase, 'your forever home'?

Various answers, for example: It is somewhere you will want to live for the rest of your life.

2. Find a synonym for 'move' in the first paragraph.

Relocate

3. Give 3 reasons why Dover is an important settlement.

It has a large harbour; it links England to France and Europe; it has the channel tunnel.

4. Find the word which tells you that tourists would enjoy looking around Crail.

Picturesque

5. Why is Dudley described as a 'market town'?

Various answers, for example: It has a popular market; its original function was a centre for a market.

6. Why was the West Midlands called 'the black country' in the industrial revolution?

Various answers, for example: The air in the area was very dark with smoke and pollution due to the factories in operation at the time.

7. Give 3 features you are likely to find in town settlements.

Railway stations; cinemas; hospitals

8. Look at the 'City' paragraph. Find 3 negative aspects of living in a city.

Noise; traffic; pollution

9. What is the key difference between a city and a mega city?

Over 10 million people live in a mega city, whereas a city is smaller.

Additional Resources

Guided Reading – Nothing but Net (pages 21 - 24)

Children should read the short story and answer the questions giving as much detail as they can. Any unfamiliar vocabulary should be highlighted, and children should be encouraged to discuss its meaning or find the definition in a dictionary. Children may find it easier to read the questions first, then read the text and then answer the questions. In order to answer the questions, it's normal to read the text once in full and then for a second time to find the answers. Help your child practise skimming and scanning by getting them to read the first line of each paragraph and predict if they will find the answer to the question they are looking for in that paragraph.

The answers to the questions are given below.

1. Find and copy two sentences from the first paragraph which tells you that the incident was sudden and life threatening.

A jolt of shock. Then nothing.

2. Which techniques does the author use to convey the mother's panic? Write two.

Repetition and short sentences.

3. 'Absolutely nailed the landing.' What does the word 'nailed' suggest in this context?

He landed perfectly.

4. List three positives that Ryan takes from the situation.

Wearing a helmet saved his life; his back and neck injuries were not life changing; he was alive.

5. Look at the paragraph that begins, 'Everyone was being positive...' Explain why everyone was being positive.

They were trying to be optimistic to keep Ryan upbeat.

6. Write three words that show you the nurse is excited for Ryan to meet Blaise.

Beamed, twinkling and smiling

7. Write three ways that Ryan and Blaise are similar.

They both have prosthetic legs; they both have a passion for basketball; they both love the Toronto Raptors.

Additional Resources

Guided Reading – Nothing but Net – continued (pages 25 - 28)

8. Use the text to help you describe the Invictus Games.

It is a competition involving members of the armed forces who have been injured. Men and women from numerous different countries come together to compete in a variety of different sports.

9. *'Perhaps there really was a silver lining to every cloud after all.'* Explain what the author means by this sentence.

The author means that in every bad situation, positives and good outcomes can be found.

10. Explain how Ryan's feelings change throughout the story. Use evidence from the text.

Various answers, for example:

Ryan is confused at the beginning of the story as he asks his mother, 'What happened?'. After his accident, Ryan felt disheartened because he thought he would not be able to fulfil his dream of being a basketball player. The text also says, 'everyone was being positive. But Ryan did not care.' This shows he is feeling miserable. But then Ryan is amazed when he gets to meet Blaise and realises he will be able to play basketball again. The text says, 'He also could not believe there might be basketball in his future after all.'

Friday

Guided Reading – Sir Bradley Wiggins Biography (pages 10 - 13)

Children should read the short story and answer the questions giving as much detail as they can. Any unfamiliar vocabulary should be highlighted, and children should be encouraged to discuss its meaning or find the definition in a dictionary. Children may find it easier to read the questions first, then read the text and then answer the questions. In order to answer the questions, it's normal to read the text once in full and then for a second time to find the answers. Help your child practise skimming and scanning by getting them to read the first line of each paragraph and predict if they will find the answer to the question they are looking for in that paragraph.

The answers to the questions are given below.

1. When and where was Bradley Wiggins born?

Bradley was born on the 28th August 1980 in Ghent Belgium.

2. What does the word 'decorated' mean in the sentence below?

'Bradley has become one of the most decorated British athletes.'

honoured

3. Read the 'Early Life' paragraph. Find and copy the word which means skilled and qualified.

professional

4. List three events where Bradley won gold medals.

Individual pursuit at the UCI Junior Track Cycling World Championships in 1998.

Annual Spanish road race, 'Cinturón a Mallorca'.

Flèche de Sud in Luxembourg.

5. Read the first paragraph of 'Early Life'. Find and copy a synonym for each of the words below.

reliable - consistent

dream - ambition

practise - train

6. Why did Bradley not compete in any major track races between 2005 and 2007?

He was focused on his road racing.

Friday

Guided Reading – Sir Bradley Wiggins Biography – continued (pages 10 - 13)

7. Write three facts about the Tour de France that we learn from the text.

Approximately 200 riders compete.

It is a 2,000 mile course.

It is a cycling event.

8. List Bradley's 2016 achievements.

Gold and silver medals in the Track World Championships

Gold Olympic Medal

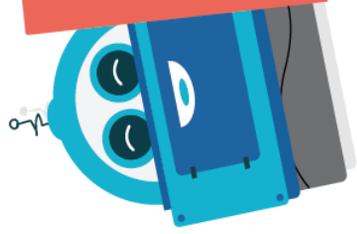
9. Why does the author compare Bradley's top speed to that of a car travelling on a motorway?

The reader will have experienced travelling on the motorway in a car so will be able to visualise the speed Bradley reached on his bike.

10. Number the events 1 – 5 to show the order in which they occurred in Bradley's life.

Won a gold medal at the Rio Olympics.	4
First British athlete for 40 years to win 3 medals in one Olympic Games.	2
Competed in the 'Six Days of Ghent' competition.	5
Won the Individual Pursuit at the Junior World Championships.	1
Awarded Sports Personality of the Year.	3

Home learning



HERO!

_____ This certificate of brilliance goes to _____

_____ for being **TOTALLY AWESOME** at _____

Signed _____

Date _____

