

## Year 5 Writing Fluency

### Week Beginning 22<sup>nd</sup> February 2021: Lessons 1-5

Remember to watch the video that goes with each lesson.

#### Lesson 1 - LO: To learn the spellings and meanings of common homophones.

Choose the right word from the box to fit in the sentences below:

1. We have P.E. twice a \_\_\_\_\_.
2. He was too \_\_\_\_\_ to get out of bed.
3. It's rude to \_\_\_\_\_ at people.
4. Don't trip up the top \_\_\_\_\_ when you go to bed!
5. Pin this list on the \_\_\_\_\_ in the classroom.
6. I'm \_\_\_\_\_ with this game!
7. She was \_\_\_\_\_ out of the room.
8. A dog picked up the \_\_\_\_\_ of the fox.
9. Is this the \_\_\_\_\_ to the beach?
10. They \_\_\_\_\_ their bikes in the park.

weak          stare          board          rode          sent

week          stair          scent          bored          road

Write down the three homophones that you find trickiest.

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Lesson 2 - LO: To change active verbs to passive for different effects and purposes.

Re-write the sentences below from active to passive. Remember to add 'was'/'were' before the verb and 'by' after the verb.

1. The school made £500 profit.

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2. Mr Mitchell spoke about the playground incident.

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3. The ending of World War 1 bought an uneasy peace to the world.

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4. Most African countries gained independence in just 12 years from 1956 to 1968.

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Lesson 3 - LO: To improve writing by using metaphors.

Underline all of the metaphors used in the text below. Then write an extended metaphor to describe a subject of your choice.

The classroom was a prison. The teachers were guards, roaming the corridors outside, while the head guard, the worst of them all, stood at the whiteboard before them: Miss Levison. There was no escape from her. By law they were kept confined, forced to carry out their sentence of education for eleven long years. From Reception to Year Eleven, they felt the shackles of their fate every lesson. Tom longed for the day when he could shed his manacles and walk out of the gates, a free man.

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## Lesson 4: LO: To be able to use short sentences when creating suspense.

Choose one of the story starters below to write a descriptive paragraph using suspense. Use the checklist to help you. When you have finished, annotate your paragraph to see where you have used suspense.

### **Building Tension and Suspense**

|   |  |
|---|--|
| Detailed descriptions of the surroundings   |  |
| Clues to tantalise the reader and to keep certain things hidden (e.g. a hunched silhouette) |  |
| Short, shocking sentences   |  |
| Subordinate and relative clauses to make the reader wait for an outcome                     |  |
| Ellipses (...)  |  |
| Physical reactions from the character   |  |
| Appealing to the reader's senses  |  |
| Exciting synonyms   |  |
| Similes and metaphors   |  |
| Onomatopoeia  |  |



## Lesson 5 - LO: To use the apostrophe to spell shortened forms of words.

Read the text on your worksheet and place the apostrophes in the correct place.

### Ready Steady Spell!

#### *its* and *it's*

1. Read the passage below and put the apostrophes in wherever necessary.

A dog will always protect its home and its food. If its unsure of a visitor, its hair sometimes stands up on its neck and it growls. Its best not to touch any dog you don't know, in case its old or bad-tempered. Its also a bad idea to get between a dog and its bone or its toys. If you take a dog out for a walk, always take its lead with you just in case its tempted to run away and chase a cat.

2. Now write two sentences of your own, one using *its* and the other using *it's*.

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