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# Activity contents

Literacy Framework unit		Theme	Activity title	Activity aim
Narrative, plays and scripts	Unit 2: Traditional stories, fables, myths, legends	Ancient Greece	The story of Persephone	Discuss the purpose of myths
			Key features of a fable	Identify key features of a fable
			The two dogs	Punctuate the fable, including direct speech
			Modern words from Ancient Greece	Identify and define modern words with Greek origins
	Unit 4: Older literature	<i>Treasure Island</i>	The old sea dog at the Admiral Benbow	Read and understand the extract
			Using notes	Expand notes as full sentences
			Clause ordering	Identify clauses and rewrite a paragraph in modern English
			How words change over time	Find word meanings and rewrite sentences
	Unit 3: Stories from other cultures	'Cinderella'	A tale from Kashmir	Recognise similarities and differences in stories across cultures
			An Italian Cinderella	Plan a story ending from known and new story elements
			Possessive pronouns	Identify and use possessive pronouns
			Common suffixes	Write words using <i>cian, sion, ssion</i> and <i>tion</i>
	Unit 6: Dramatic conventions	The air around us	How do we know there is air around us?	Annotate a script for a non-fiction presentation
			Demonstrating the existence of air	Write a script for presenting a simple experiment
			Dialogue	Write dialogue using script conventions
			Abbreviations and acronyms	Identify and understand abbreviations and acronyms
Poetry	Unit 1: Poetic style; Unit 2: Classic/narrative poems; Unit 3: Choral and performance	The Pied Piper of Hamelin	Read with expression a classic rhythmic poem	
		A smuggler's song	Read and discuss a classic poem	
		Poetry analysis	Analyse the structure of a poem	
		Common prefixes	Spell words with the prefixes <i>im, in, il</i> and <i>ir</i>	
Non-fiction	Unit 1: Instructions	Gadgets and inventions	How to send a text message	Read instructions and answer questions
			Using instruction manuals	Use a contents list to identify where information might be found
			Auxiliary verbs	Identify and use auxiliary verbs
			Creating new words	Recognise words for recent inventions
	Unit 2: Recounts	Cycle racing	Cycle team championship	Label features of a sports report
			Revising and editing	Edit a recount
			Verbs and tenses	Recognise auxiliary verbs and past tense
			Number prefixes	Look at number prefixes
	Unit 3: Persuasive writing		Persuasive advertising?	Annotate the features of a persuasive text
			The best gadget in the world	Draft a radio advertisement
Active and passive			Revise the active and passive voices	
Prepositions			Use prepositions in sentences	
Poetry	Unit 2: Classic/narrative poems	Matilda	Read and discuss a narrative poem	
		Matilda: comprehension	Demonstrate understanding of the poem	
		Revising sentences	Revise tenses, commands and conjunctions	
		Direct and reported speech	Revise punctuation of speech	
		Looking at word meanings	Write definitions and select synonyms and antonyms	
Revision		What to feed children	Select key information and make notes	
		Noun types	Classify nouns and use them in sentences	
		Clause commas	Use commas to mark subordinate clauses	

# LCP Literacy Homework

## Year 5

### Why set literacy homework?

Homework has been an important issue and area of change in schools in recent years. The Chief Inspector of Schools noted that homework 'is important at all stages of a child's education'. The link between homework and educational achievement is tenuous, and research has not demonstrated improved educational achievement as a result of homework. However, there *is* very clear evidence of a correlation between high-achieving schools and schools spending time on home-learning activities. Successful use of homework is about more than giving children practice. It is about getting parents involved with the curriculum, setting high expectations and developing in children, and parents, a sense of achievement, responsibility, commitment and pride in their work.

This is particularly true in literacy. There is a great deal of evidence that parental participation in school literacy activities, such as reading with children and completing set tasks, improves children's overall attainment, even where parents or carers do not speak or read English. The major gain may be in improving the depth and quality of children's and parents' involvement in literacy. This is the focus for *LCP Literacy Homework*, and why these homework sheets are designed to be completed *with* a parent or other adult.

### Setting and marking homework effectively

Home activities should be regular and frequent. We recommend that children read on most days and do a literacy activity at least once a week. It helps parents and children if such an activity is given on the same day every week and followed up in school on the same day every week. You can give out paper copies of the homework activities provided on this CD-ROM and put them up on the school website.

Home activities should support and extend work done in school. They are not a replacement for school activities. We suggest that homework in Year 5 should be set with groups of children to follow up work done in school. It is a good idea to go through an activity sheet with the class or group when you send it home, as this allows children to get in mind what has to be done. You can also use this session to differentiate, perhaps by reading material with children before they take it home or asking some children to do a modified task.

It is important to children and to their parents and carers that you follow up activities done at home. However, it would not be a good use of teacher time to mark each child's homework individually, nor is it the best way to share children's ideas. This is especially true of comprehension activities, where most of the work is not visible. The best class follow up is to remember and discuss thoughts and responses.

We recommend using an interactive whiteboard to review an activity sheet and discuss different responses with a group or class. By sharing their sheets on the board, children will be helped to remember what they did with their parents and will be able to talk about it.

### The role of *LCP Literacy Homework*

Government advice suggests that homework is most effective when:

- it is carefully planned and structured;

- it is consistent across the school;
- there is a regular programme of activities;
- parents and children are clear about what they need to do;
- there are high expectations.

*LCP Literacy Homework* is designed to help teachers achieve these aims. The activities provided on this CD-ROM:

- are planned and structured to address the demands of the new Primary Framework;
- set high expectations;
- build from Year 1 through to Year 5, addressing the differing priorities of each key stage (in Year 5 this includes narrative, plays, non-fiction and poetry based on a range of Year 5 topics);
- are patterned and clearly structured for ease of use;
- give clear instructions and advice for parents and children (parental guidance sheets can be customised for your school);
- are easily set and marked using an interactive whiteboard;
- involve children in self-assessment, building a sense of achievement right from the start.

### Using *LCP Literacy Homework*

The activity sheets on this CD-ROM are structured around the narrative, non-fiction and poetry blocks of the new literacy Framework. The content comes from common Year 5 fiction and non-fiction themes. The activities are designed to support work done across the curriculum as well as in literacy teaching.

The activities follow the main literacy priorities in Year 5 and are designed to be used flexibly. They are intended to be used *with* an adult: it would be pointless for the child to do them alone. Much of the learning is in the interaction.

Each activity sheet has a clear focus and advice to the adult as well as the child. There are four main types:

- Understanding and engaging with texts;
- Shaping texts;
- Sentence structure and punctuation;
- Spelling.

Each unit contains a mixture of the activity types.

Activities on **understanding and engaging with texts** focus on comprehension by asking children to read, with the help of an adult, and respond to the text. This may involve making notes, identifying text features, answering questions or offering an opinion or response.

The activities on **shaping texts** focus on understanding how texts work, at grammatical and structural and organisational levels, and on creating texts.

The **sentence structure and punctuation** activities address common grammatical or punctuation issues relevant to the text type.

**Spelling** activities address the spelling rules and patterns children will be learning this year.

In addition, we have provided a simple 'look, cover, write, check' sheet to use as a visual tool to reinforce the sight words.

Generic writing frames for reviewing a story or planning a talk, for example, have also been provided. You can adapt these to suit particular topics or children.

Each homework sheet has a section at the bottom for self-evaluation. This simple introduction to self-assessment encourages children to reflect on their work, making it more memorable and so easier to discuss later. It prompts them to recognise the effort they have put in and reinforces their satisfaction in completing a task. You could encourage parents and carers to record this in a homework log.

## Parental advice sheets

A key role of homework is to involve parents and carers in the curriculum and the learning of their children. For this reason, *LCP Literacy Homework* includes a number of parental advice sheets. These are designed to be distributed to parents early in each school year to remind them of the purposes and patterns of homework. We suggest distributing first the sheet entitled 'Reading with your child', and using the bookmarks to offer guidance appropriate to each book. The bookmarks can be copied on to coloured paper and cut up to put into the books of individual children. This is a quick and easy way to guide parents on books of different levels.

The parental advice sheets give brief but specific guidance about each type of activity as well as the most important activity of all, reading with the children at home. These sheets can be given out when the children take home the first activity of each type, or used at your discretion through the year, to support parents in working with their children.

## Customising *LCP Literacy Homework* for your school

On the parental advice and activity sheets, the LCP logo can be replaced by your school name and/or logo if you wish.

In addition to adding the school name or logo, you may want to change or add to the information on the parental advice sheets. It is worth doing this to ensure that families get the most accurate and up-to-date information about your school policies and teaching techniques.

We also recommend that you upload these amended parental advice sheets, along with some home activity sheets, on to the school website where parents can access them.

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### Poetry:

'Matilda' from *Complete Verse* by Hilaire Belloc (Copyright © Hilaire Belloc 1970) is reproduced by permission of PFD ([www.pfd.co.uk](http://www.pfd.co.uk)) on behalf of the author.

Name: \_\_\_\_\_

**Note for adults**

Help your child to identify and use possessive pronouns in their writing.

## Possessive pronouns

- Read the text below and underline the possessive pronouns.

**Singular:** mine, yours, his, hers, its

**Plural:** ours, yours, theirs

Cinderella staggered down the cellar steps. "I've finished my work. Have you done yours?" she asked.

"Yeah. We bet ours is better than yours, though," her stepsisters teased.

"No, mine is just great. I love cleaning," Cinderella laughed.

"Well, thank goodness our work is dressing up and yours is cleaning, then," the sisters chuckled.

- Add the missing possessive pronouns to this text:

As Dora, and Nora, the ugly sisters, arrived home they saw the prince in their house.

"He's \_\_\_\_\_!" yelled Dora.

"No, he's \_\_\_\_\_!" argued Nora.

"He's not \_\_\_\_\_, and he's not \_\_\_\_\_ either," said their father.

"No, I'm certainly not \_\_\_\_\_ at all," said the prince, looking shaken. "But I've come to ask Cinderella if she will be \_\_\_\_\_. I believe that \_\_\_\_\_ is a match made in heaven."

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**Self-evaluation**

How hard I worked: