1. My favourite snack is a jam \_\_\_\_\_\_\_\_\_\_\_\_!

**Words which contain the letter-string ‘ough’**

Use these words to complete the sentences below…

b**ought**, c**ough**, d**ough**, pl**ough**, en**ough**, thor**ough**, d**ough**nut.

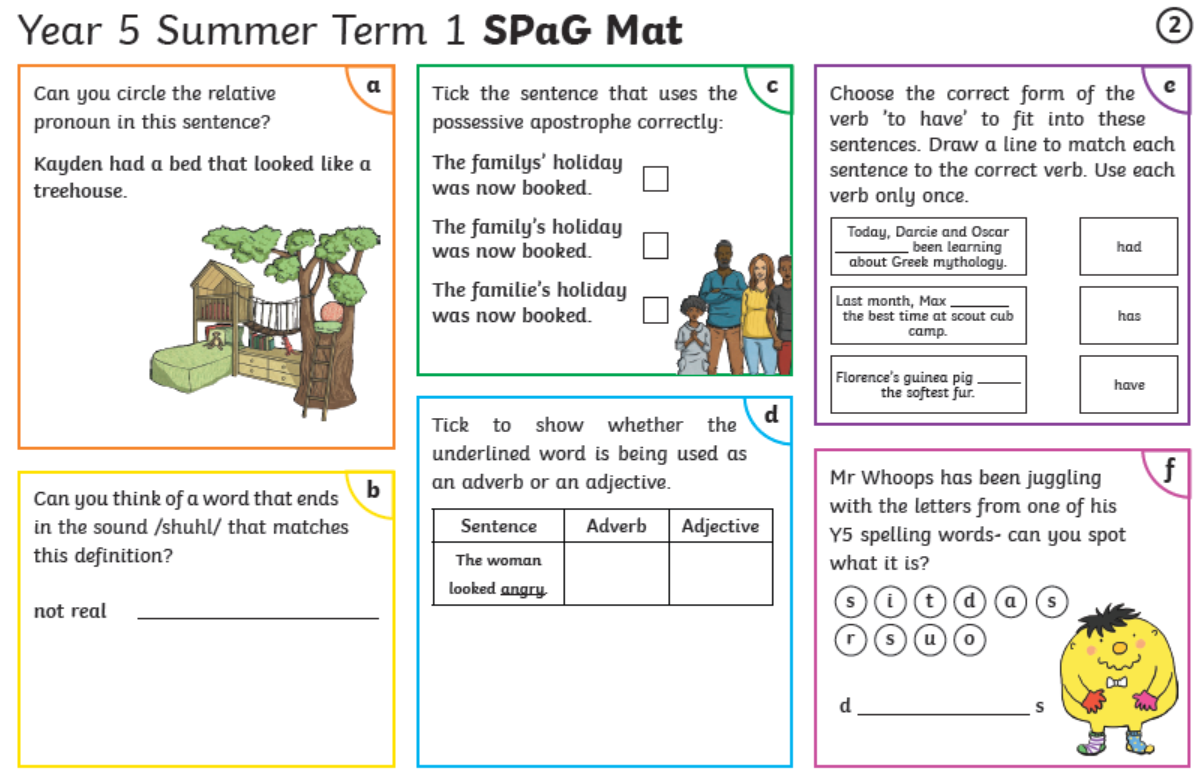
Have a dictionary or access to the internet nearby so that you can check the meaning of the words to fit them into the sentences below!

**Year 5 – Week 1 - Spellings**

1. I \_\_\_\_\_\_\_\_\_\_\_\_ a bag of sweets with my pocket money.
2. The farmer had to \_\_\_\_\_\_\_\_\_\_\_\_ his fields.
3. Yesterday I could hardly speak, I had a really bad \_\_\_\_\_\_\_\_\_\_\_\_.
4. The teacher did a \_\_\_\_\_\_\_\_\_\_\_\_ search, but they could not find the missing coat.
5. Before I add the toppings to the pizza, I have to make the \_\_\_\_\_\_\_\_\_\_\_\_.
6. The meal wasn’t \_\_\_\_\_\_\_\_\_\_\_\_ to eat so he just had to have a dessert!

*Write a paragraph using as many -ough words as you can! Try and make it as silly as possible!*

**Spelling, Grammar and Punctuation Challenge Tasks:**



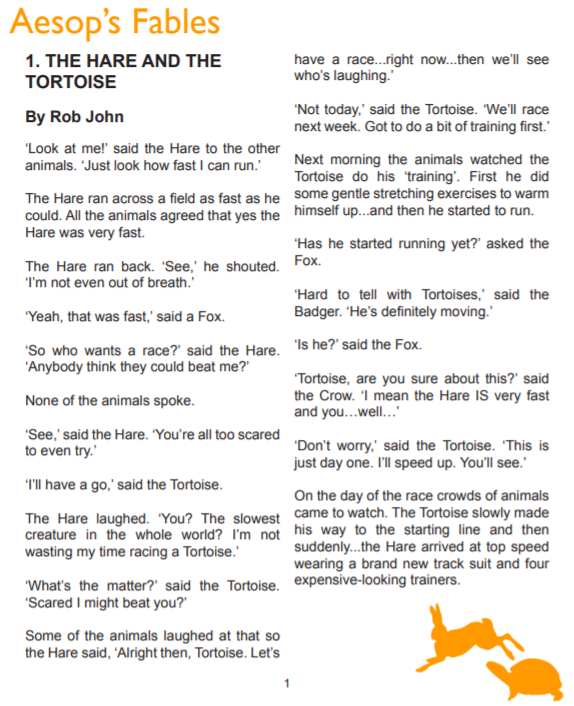
**Year 5**

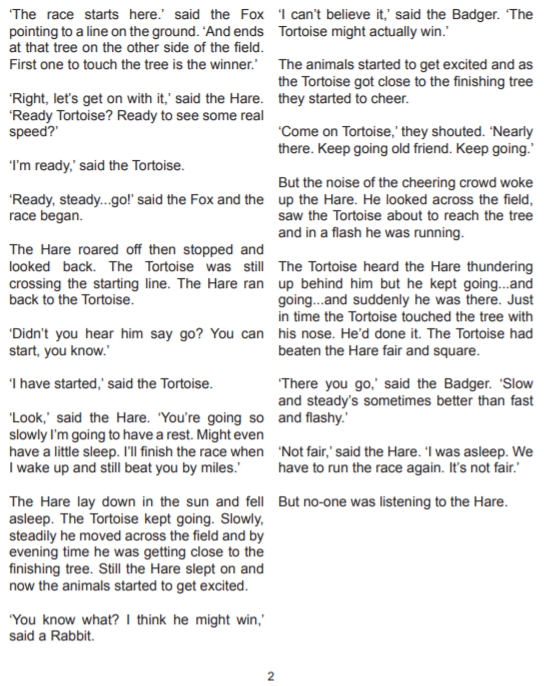
**Reading Activity – Week 1**

LO: We are learning to increase our familiarity of a wide range of stories, including legends and traditional stories.

**Please complete the questions below:**

|  |
| --- |
| 1. Read ‘The Hare and the Tortoise’ (on the next page) try and read it aloud or with a family member. 2. Why do you think the Tortoise wanted to take part in the race?   English KS2 Adjectives to describe a character | Teaching Resources   1. Can you write down 3 words to describe the character of the Tortoise and 3 words to describe the character of the Hare? Choose from the words on the right or you can come up with your own! 2. How do you think the Hare felt at the end of the race? Why? 3. The Hare and the Tortoise is a fable, fables are very old stories that often contain a fantasy (such as talking animals!) and have a moral. What is the moral to this fable? 4. How could you apply this moral to your life? (e.g. I could try and think about my writing before having a go or take more time on a piece of artwork) |





**Year 5**

**Writing Activity – Week 6**

Learning Objective:

**We are learning to develop our ideas by drawing on prior reading.**

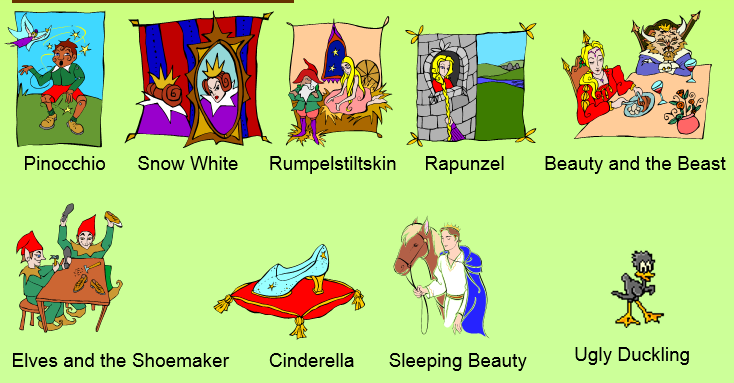
***This week our focus on writing is ‘Traditional Tales’. Unlike Fables, these don’t have to have a moral at the end.***

It is about time that we heard the other side to the stories! Choose a different or unusual way of introducing these well-known fairy tales (or choose a fairy tale from the options below) and rewrite the rest of the story in the same style. The idea is to write a ‘Fractured Fairy tale’ by writing it from a different perspective, was the evil Stepmother really that evil, or was she misunderstood? How about the Beast, how did he feel about the whole thing?

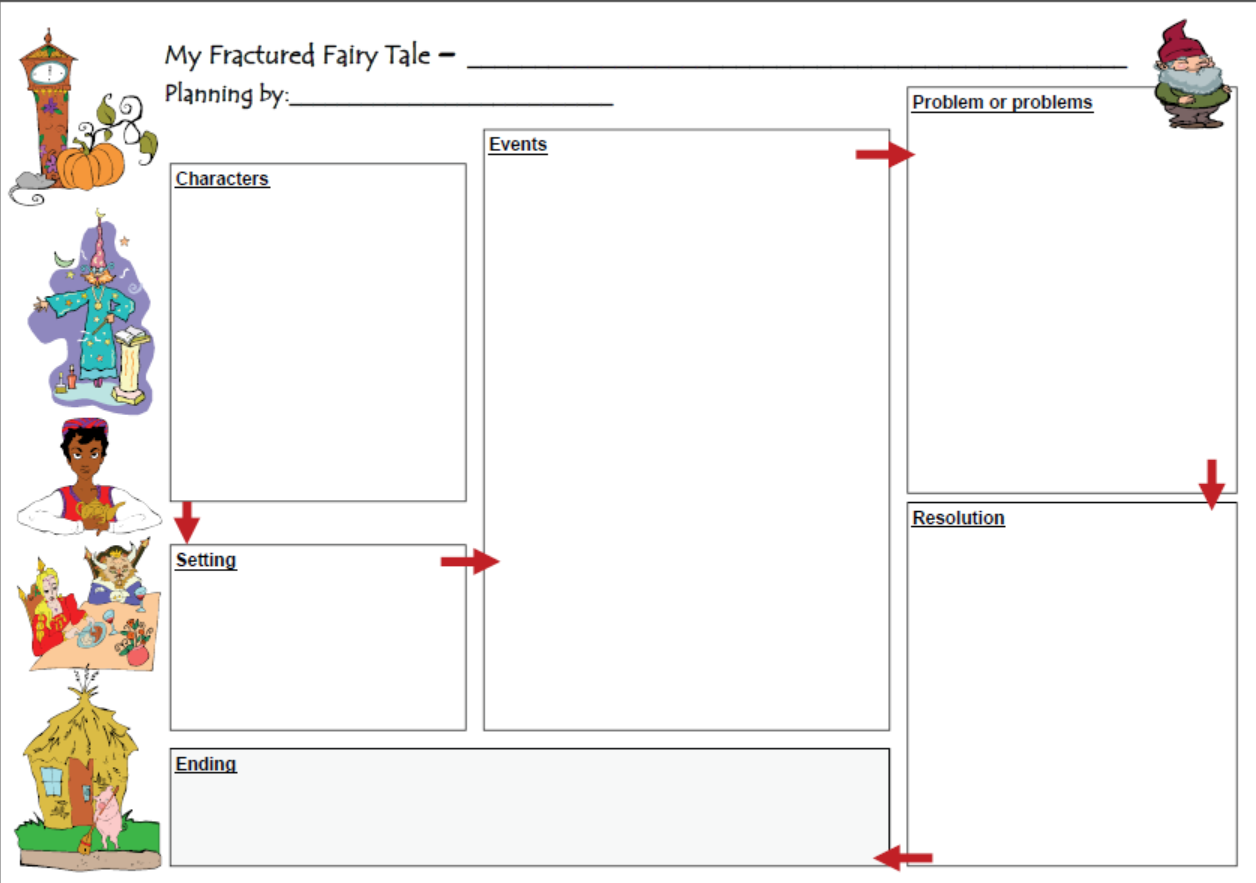
**Three Little Pigs –** Everybody knows the story of the Three Little Pigs. Or at least they think they do. But I’ll let you in on a little secret. Nobody has heard MY side of the story.

**Red Riding Hood -** So, there I was, minding my own business, when I saw that little thug, Red Riding Hood. She was wearing an evil grin and I could see a nasty glint in her eye.

**Snow White** - There I was, a sweet, innocent Queen, being told that I wasn’t the fairest in the land! How did this happen? I hear you ask. Well, I’ll tell you. But be warned… this isn’t the story of Snow White that you’ve been told. Oh no.

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***Planning sheet for your ‘Fractured Fairy Tale’***

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