

At home materials

Year 5 Week 1 to 4

Week 1

I have carefully read and thought about the chapter

I have written using lots of description and adjectives

I have responded to the grammar prompts

I have practised the spellings and used some in sentences



Week 2

I have answered the questions using information from the text

I have written a letter using a letter layout

I have responded to the grammar prompts

I have practised the spellings and used some in sentences



Week 3

I have answered the questions using information from the text

I have written a diary entry using correct tense and person

I have responded to the grammar prompts

I have practised the spellings and used some in sentences



Week 4

I have used the text to answer the questions

I have written a letter using persuasive language

I have responded to the grammar prompts

I have practised the spellings and used some in sentences



This booklet consists of weekly tasks in all areas of English: reading, writing, grammar and spellings.

 **How do I use the booklet?**

- Set aside time each day to complete the weekly tasks, you don't have to do each one every day.
- Take your time to read and understand the extract. Ask an adult if you need help understanding the text.
- Read the instructions and questions carefully before you start a task.

 **How do the lessons work?**

Below are some suggested timings.

- **Reading** - 30 minutes daily
- **Writing** - 45 minutes daily
- **Grammar** - 5 minutes daily
- **Spelling** - 10 minutes daily

**Can parents, carers and siblings help?**

Yes, of course! Family members can help in the following ways:

- Read the extracts with you aloud.
- Gather all the exciting and difficult words you want to find out about or use in your writing and put them on display.
- Help you with the planning of the story
- Write a story at the same time as you. You could then compare your stories and check each other's writing.

 **What else can I do if I love writing and I want more of a challenge?**

- Keep writing stories using your own ideas.
- Explore www.lovereading4kids.co.uk or www.newsela.com to find other extracts to read and write about.

These packs include the wonderful resources from:

Week 1: Reading and writing prompts

POG - Prologue

Reading

Before reading-

Predict what you think the story might be about based on the name of it.

During reading-

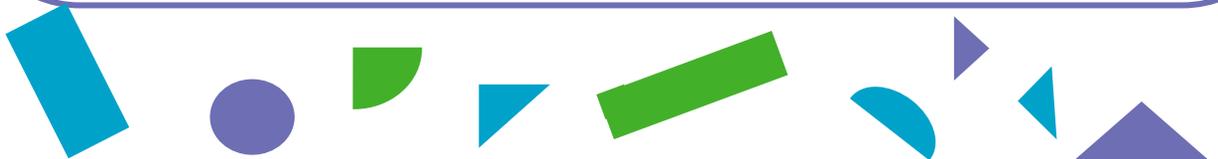
Collect the names of every new character you meet.

After reading-

Which character do you think is the most important and why?

Writing

Write a description of POG. What kind of creature is he? Use this space to jot down any adjectives or phrases you will use and use them in your writing.



Week 1: Grammar and Spelling prompts

Grammar

Complete the sentence with an appropriate subordinating conjunction.

Tracey decided to walk _____ it was a lovely day.

Circle the possessive pronoun in the passage below.

The boy showed me around the school. He took me to the music room and pointed out which classroom was his.

Complete the sentence with an appropriate adverb.

She completed her homework _____.

Circle the object in this sentence.

My friend bought a cake from the bakery.

Insert one comma in the correct place in this sentence.

Limping slightly the old man walked to the end of the road.

Spelling

Practise each word. Choose two and write their definitions. Choose two to write in sentences.

individual

interrupt

leisure

marvellous

muscle

interfere

language

lightning

mischievous

necessary



Week 2: Reading and writing prompts

POG - Prologue

Reading

On page 1:

1. *What could Pog smell?*
2. *Describe what Pog saw sitting on the old stump.*

On page 3:

1. *Forbidden is the closest in meaning to:*
a) *legal* b) *illegal* c) *silent* d) *ashamed*
2. *Find and copy one word that describes Pog.*

Writing

Imagine you the are the girl. Write a letter thanking POG for helping you. Use this space to jot down your ideas.



Week 2 : Grammar and Spelling prompts

Grammar

Expand this noun phrase with an adjective.

The shark swam below the reef.

Complete this sentence with an appropriate coordinating conjunction.

You can bring juice on the trip, _____ glass bottles are not allowed.

Insert the comma in the correct place to show the fronted adverbial.

Before the sun came up she stood and waited.

Underline the subordinate clause in this sentence.

Even though it was raining, the children still played outside.

Underline the subject in this sentence.

The dolphin jumped out of the water.

Spelling

**Practise each word. Choose two and write their definitions.
Choose two to write in sentences.**

neighbour

occupy

opportunity

persuade

prejudice

nuisance

occur

parliament

physical

privilege



Week 3: Reading and writing prompts

POG - Prologue

Reading

On page 4:

1. Do you think Pog is friendly? How do you know? Use evidence from the text.
2. Why was there a flutter in Pog's chest?

On page 5:

1. Why was Pog disappointed?

Writing

Imagine you are POG, write a diary entry about the day you met the girl. Use this space to jot down your ideas and words to describe your feelings and include them in your sentences.



Week 3: Grammar and Spelling prompts

Grammar

Insert the comma in the correct place to show the fronted adverbial.

In the dead of night the black cat began to wake.

Use the coordinating conjunction 'so' to complete this sentence.

I walked to the park _____.

Change the underlined verbs into simple past tense.

I play with my friend while my mum washes up.

Circle the adverb in the sentence below.

Suddenly, the classroom went silent.

Circle each word that should begin with a capital letter in this sentence.

the island called zanzibar is in the indian ocean off the coast of africa.

Spelling

Practise each word. Choose two and write their definitions.

Choose two to write in sentences.

profession

pronunciation

recognise

relevant

rhyme

programme

queue

recommend

restaurant

rhythm



Week 4: Reading and writing prompts

Non-fiction: Trees

Reading

Answer the multiple choice questions at the end of the reading. Use this space to write a multiple choice question of your own.

Writing

Write a letter to the government persuading them to protect our forests. Use this space to jot down persuasive language you will use.



Week 4: Grammar and Spelling prompts

Grammar

Complete this sentence.

If I work hard, _____

Insert the comma in the correct place to show the fronted adverbial.

Throughout the film my sister talked on her phone.

Underline the expanded noun phrase in this sentence.

I kicked my favourite green football over the fence.

Circle the correct verb in each sentence.

I was/were walking down the street.

We was/were collecting shells on the beach.

They was/were eating popcorn.

What is the name of the punctuation mark in this sentence?

The dragon (who lived on mountain) scared the whole village.

Spelling

**Practise each word. Choose two and write their definitions.
Choose two to write in sentences.**

sacrifice

shoulder

sincere/sincerely

stomach

suggest

secretary

signature

soldier

sufficient

symbol



Extracts

Weeks 1, 2 and 3

POG - Prologue

Extract from lovreading4kids: find out more about the book and the author



Week 4

Life on earth would not be possible without trees





**PADRAIG
KENNY**

*Chicken
House*

2 Palmer Street, Frome, Somerset BA11 1DS
www.chickenhousebooks.com

Text © Pádraig Kenny 2019
Illustration © Jane Newland 2019

First published in Great Britain in 2019
Chicken House
2 Palmer Street
Frome, Somerset BA11 1DS
United Kingdom
www.chickenhousebooks.com

Pádraig Kenny has asserted his right under the Copyright, Designs and Patents Act 1988 to be identified as the author of this work.

All rights reserved.

No part of this publication may be reproduced or transmitted or utilized in any form or by any means, electronic, mechanical, photocopying or otherwise, without the prior permission of the publisher.

Cover and interior design by Helen Crawford-White
Typeset by Dorchester Typesetting Group Ltd
Printed and bound in Great Britain by CPI Group (UK) Ltd, Croydon, CR0 4YY

The paper used in this Chicken House book is made
from wood grown in sustainable forests.

1 3 5 7 9 10 8 6 4 2

British Library Cataloguing in Publication data available.

ISBN 978-1-911490-39-5
eISBN 978-1-912626-01-4

PROLOGUE

It was night when Pog heard weeping in the forest.

He'd been patrolling for an hour, and the only sounds had been the occasional cries of foxes, or the low hooting of owls.

Pog sniffed the air. There was a scent.

Human scent.

Pog followed the smell. He skipped over tree roots, his eyes finely attuned to the night, his furry ears twitching as he got closer to the sound. It was coming from the trees encircling the dark forbidden heart of the forest. Pog's hackles immediately stood on end. He paced back and forth fretfully, listening to the weeping before plunging into the undergrowth.

Pog peeked out from behind a bush and into the circular clearing which was dotted with stunted tree trunks. There was a human child sitting on one of the old stumps. A girl with dark curly hair. She was sobbing inconsolably into her hands. Pog knew her instantly and nodded in understanding. He'd already seen tall ones that very morning. They'd arrived at the house in their metal box on wheels.

This was something entirely new for Pog. He was used to protecting and patrolling, not coming across the children of tall ones crying in the forest. He didn't know what to do. He didn't want to reveal himself, but the girl was clearly lost. *What to do? What to do?* he thought, chewing on his thumb.

The decision was made for him as he saw the girl suddenly look up towards the ancient twisted tree that lay at the centre of the clearing. It was as if she'd heard something. She stood up, frowning curiously at the tree, and then started to walk carefully towards it.

'Pssst! No!' Pog hissed, drawing his sword and staff without thinking.

The girl wheeled round. 'Who's that? Who's there?'

Pog hid behind the bush, his chest tight, muscles tensed.

'A friend,' he said. 'Is you lost?'

The girl wiped her eyes and nodded. 'Yes,' she whimpered.

'Come then, and Pog will show you the way home.'

The girl hunched her shoulders and didn't move. Behind her, a sliver of moonlight shone on the tree, and the black bark rippled for a moment, as if a

serpent were twisting beneath it. Pog smelt something fetid and rotten. He licked his lips. He needed to get the girl away from the tree, but he couldn't reveal himself. It was forbidden.

'Come now,' he said, trying to keep his tone light and friendly.

The girl clutched her hands to her chest and retreated a couple of steps closer to the tree. Pog saw that supple insidious movement again beneath the skin of the tree, and he fancied he heard a hissing whisper. The girl was frightened, and hiding from her was only making things worse. There was only one thing for it.

Pog stepped into the clearing.

The girl blinked in disbelief. 'Who are you?' she asked, her lower lip trembling.

'Pog Lumpkin. A friend.' Pog smiled at the girl to show her he meant no harm. The warmth he felt when she smiled in response was a surprise to him.

'You're all furry,' said the girl.

'Pog is of the First Folk. We's all furry. Not like you tall folk.' He beckoned the girl forward, smiling at her while keeping one eye on the tree. 'Pog will show you the way home. Come, follow Pog.'

As the girl came towards him, Pog sighed inwardly with relief. He cast one eye over his shoul-

der as they left the clearing behind. Pog thought he heard that whisper again, but perhaps it was his imagination. The tree was still, but its bark had a reptilian sheen.

Clouds cleared and the moon came out and lit their way. Pog bounded through the forest, the girl keeping pace with him. Pog started to speed up and the girl laughed as she chased after him. Pog laughed too, but he took care not to go too fast in case he lost her.

It didn't take them long to reach the large house that lay at the edge of the forest. Pog and the girl went up the driveway and stopped outside the door. There was a light on in one of the windows.

'There now,' he said.

The girl smiled up at him. 'Thank you, Pog.'

Pog felt strange. There was a fluttering in his chest. No one had spoken his name in years.

'Pog must go now.'

'Will I see you again?' asked the girl.

'Maybe,' said Pog.

'Are you alone?'

The question took Pog by surprise. He felt an ache in his throat. He shook his head. 'Not now,' he smiled.

The girl waved goodbye and Pog slipped around

the corner of the house, and watched as she knocked on the door. A tall man with grey hair opened the door. He and the girl embraced, and the sight of it made Pog feel sad and happy at the same time.

They both went inside and Pog felt almost disappointed as the door closed.

He shimmied up the drainpipe and squeezed in through the hole that led into the attic. Pog landed deftly on the attic floor and started to remove his sword and staff.

Are you alone? Pog thought about the question. Yes, he had been. He had been alone in the dark for a very long time, but he wasn't alone now.

But what Pog didn't know was that in two weeks' time the girl would be gone. Her grandparents would soon follow, and the house would be empty. And there Pog would stay in the attic, patrolling at night, keeping to a long-held promise. And spring would come, summers would pass, many autumns, many winters. It would just be Pog then, alone in the dark, for what seemed like for ever.

Until they came.

Life on Earth would not be possible without trees

By National Geographic Society, adapted by Newsela staff on 04.25.19

Word Count **421**

Level **560L**



Image 1. Logs up for auction in Slovenj Gradec, Slovakia, February 13, 2019. A log auction has been held here for 13 years. This year, most of the bids came from China. Photo by Milos Vujinovic/SOPA Images/LightRocket via Getty Images

There are many reasons to be thankful for trees. The beautiful plants provide homes for animals. They also produce oxygen. Without oxygen, there would be no life on Earth. Trees also supply important products such as wood, paper and fruit.



Unfortunately, only some of Earth's surface is forested. There are three different types of forests. Boreal forests are located the farthest north. Tropical forests are found close to the equator. Temperate forests grow in between these two.

Trees need specific conditions to grow. Healthy soil, sunlight and rainfall are all important. Temperature also matters. Most trees do not grow well in very hot or very cold areas. Trees need conditions that are just right.

Even then, they are not always safe. Trees face a number of threats such as pests. One serious pest is the mountain pine beetle. It has destroyed many square miles of forest.

Both Nature And Humans Can Hurt Forests

Another threat to forests is fire. Lightning strikes can set entire forests on fire. Heavy winds can quickly spread a fire. Forest fires have become a big problem in the western United States. Fires are part of the natural cycle in forests. Droughts have become more common, though. So have high temperatures. As a result, forest fires are changing. They are becoming larger and more dangerous.

Less common problems include earthquakes and volcanoes. In 1980, Mount St. Helens erupted in Washington State. It knocked over thousands of trees. The eruption also caused volcanic mudflows. They ripped trees from the ground and scattered them across the land.

Human activities hurt forests as well. Some forests are cut down for wood or to clear the land. Tree removal is taking place in many regions. It can be harmful to ecosystems. Cutting down forests reduces biodiversity. It destroys habitats and forces animals to move. Cutting down forests is also harmful to the native people who live in or near forests. Many of these people rely on the forest. They need it for food and shelter.

Trees do not grow equally around the planet. Some regions have more forests than others. This inequality has important effects. In areas without forests, there are no forest products to be sold. People in those areas miss out on certain benefits. They miss out on money from tourism. They also do not have the pleasure of being in the forest.



Quiz

- 1 Why does life on Earth need trees?
- (A) because trees make oxygen
 - (B) because trees need sunlight
 - (C) because trees help tourism
 - (D) because trees keep us safe

- 2 How do droughts affect forest fires?
- (A) Droughts help forest fires slow down.
 - (B) Droughts make forest fires smaller.
 - (C) Droughts help forest fires end quickly.
 - (D) Droughts make forest fires worse.

- 3 Read the selection from the section "Both Nature And Humans Can Hurt Forests."

Cutting down forests is also harmful to the native people who live in or near forests. Many of these people rely on the forest. They need it for food and shelter.

What does the phrase "rely on" mean?

- (A) live on top of
- (B) tear down
- (C) depend upon
- (D) come from

- 4 Read the following selection from the introduction [paragraphs 1-4].

Trees face a number of threats such as pests. One serious pest is the mountain pine beetle. It has destroyed many square miles of forest.

Which word could replace "threats" WITHOUT changing the meaning of the sentence?

- (A) diseases
- (B) dangers
- (C) battles
- (D) animals