



As recommended by [gov.uk](https://www.gov.uk)

---

# Home Learning Pack Year 5

Guidance and Answers

Autumn 2



# Tailored learning to maximise potential



## Have you tried our KIDS site yet?

Using initial assessments, our technology will develop a bespoke programme of learning, ensuring your child covers all the maths and English objectives for their year group by the end of our 12 week programme. With video tutorials to support with teaching and recapping key skills, extension tasks and much more!

**Why not start your 14 day trial today?**  
visit [kids.classroomsecrets.co.uk](https://kids.classroomsecrets.co.uk)

## Week 1 Monday

### Pronouns (page 2)

A **noun** is the name of a person, place or object. For example, David, London and table are all nouns.

A **pronoun** is a word that replaces a noun in a sentence. A **personal pronoun** takes the place of a person or object, such as him, her, it. A **possessive pronoun** indicates possession, such as his, hers, theirs. A **relative pronoun** refers back to a noun already mentioned in a sentence.

**Question 1** - This question is asking for your child to underline the **pronouns** and circle the **nouns**. They need to look at each word carefully to decide the type of word it is.

Identify all the nouns and pronouns from the list of words: herself, they, us, them, she, him and everybody – underlined; Dad, Jerome, flies and brother – circled.

**Question 2** – This question asks your child to identify which **pronoun** could replace the underlined part of each sentence. They should do this by drawing lines from the sentences to the correct pronoun.

Read the sentences carefully to match it to the pronoun that could replace the underlined nouns in the sentences: a – they; b – herself; c – everyone.

**Question 3** – In this question, your child is asked to identify any incorrect **pronouns** by circling them and correctly any incorrect pronouns identified. They need to read the passage carefully to help them.

Read the passage carefully to identify the incorrect pronouns and correct them: Them and her circled. The correct pronouns to use would be they and she.

Carly has a large family that live all over the world. She lives in Brazil with her mum, dad and baby sister. Them (should have used 'They') are called Alice, Fred and Ellie. Carly's mum is a teacher. Her (should have used 'She') works at the local school in the reception class, helping the children learn to read and write.

## Week 1 Tuesday

### Using Noun Phrases (page 3)

**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 1 Wednesday

### Plural and Possessive (page 4)

A **plural noun** refers to more than one noun. For example, 'buses' is the plural form of 'bus' as it refers to more than one. Most nouns have both a singular and a plural form.

A **possessive apostrophe** is used to show something belongs to someone or something.

**Singular possessive** shows possession using an apostrophe followed by an s, for example: the boy's football. Singular nouns which end in s follow the same rule, for example: the bus's wheel.

**Plural possessive** shows possession using an apostrophe after the s, for example: the girls' books.

**Question 1** – This question asks your child to put an 'X' next to all the sentence that use a **possessive apostrophe** correctly. To do this they will need to read each sentence carefully to understand its context.

Read the sentences carefully to identify the sentences that use a possessive apostrophe correctly. The correct answers are: **A and C**

**Question 2** – For this question, your child needs to match each sentence to the type of **plural** or **possessive** it includes. Again, they need to read each sentence carefully to help them.

Read the sentences carefully to match the sentences to the correct box. The correct answers are: **A. plural possessive ; B. singular possessive; C. plural noun**

**Question 3** – This question asks your child to rewrite the sentences correctly. To do this, they will first need to identify the mistakes.

Use your knowledge of plurals and possessive apostrophes to identify the mistakes and rewrite the sentences correctly. The correct answers are:

- A. Lots of movies fail to make their money back.
- B. The child's toys help her to learn lots of new skills.
- C. A goose's wings can grow to be 1.5m wide.

## Week 1 Thursday

### Plural and Possessive (page 5)

For a recap on **plural nouns**, **possessive apostrophes**, **singular possessive** or **plural possessive** please refer to page 5.

**Question 1** – This question asks your child to underline the **possessive noun** in each of the sentences. They will need to read each sentence carefully to find the word which is used to show something belongs to someone or something else.

Read the sentences carefully to underline the possessive noun in each sentence. The correct answers are:

She's coming with her friend's sister.

The children's parents all dressed up as their favourite superheroes.

The house's windows needed cleaning.

My teachers' desks are neat and tidy.

**Question 2** – This question has two parts. In part a, your child needs to circle the correct **plural** form of the noun to complete the sentences. In part b, your child needs to circle the correct **possessive** form of the noun to complete the sentences. For each part they should consider whether an apostrophe is needed and where the apostrophe should be positioned in the word.

Circle the plural or possessive forms of the noun in each sentence using your knowledge of apostrophes and spellings. The correct answers are:

**2a.** The beaches / beaches' on the East coast have lovely views.

The fairy's wings / wings' were broken.

**2b.** The dogs' / dog's noses were covered in mud.

The colourful bird is ours / our's.

**Question 3** – This question asks your child to identify whether the sentence has been punctuated correctly. They should consider the meaning of the sentence and whether or not there is possession in the sentence.

Use your knowledge of plurals to identify whether the sentence has been punctuated correctly and explain your answer. The correct answer is: **Yes, it is punctuated correctly.** **Horses'** is correct as it is plural possessive – there is more than one horse and they each possess hooves.

## Week 1 Friday

### Direct and Indirect Speech (page 6)

**Direct speech** is shown by writing exactly what was spoken between inverted commas.

**Inverted commas**, also known as speech marks, go before and after direct speech in a sentence, for example "Watch out!" shouted the girl.

**Indirect speech** reports on what has been said without writing the speech in full. It can also be called reported speech.

**Question 1** – This question asks your child to rewrite the sentences into the correct part of the table. They need to identify which sentences are **direct speech** and which are **indirect speech**.

Read the sentences carefully to identify which are direct speech and which are indirect speech and complete the table. The correct answers are:

Direct Speech	Indirect Speech
"Definitely!! I'll be there in 10 minutes," replied Oscar.	Alfie's mum told him that he could invite a friend over.
Aflie said, "Great! Don't forget to bring your new football."	He rang Oscar and asked him if he wanted to play in the garden.

**Question 2** – For this question, your child needs to put a cross in the boxes where the **inverted commas** need to be in the paragraph given.

Identify the direct speech to mark where the inverted commas should be. The correct answers are:

Isabelle asked Mr Jones to help her during their maths lesson. He smiled at her and said, "Of course. What do you need help with?"

I don't understand how to solve the word problem," she responded. Mr Jones suggested that she get some counters and a place value grid.

**Question 3** – This question asks your child to identify the odd sentence out and explain their choice. They need to think carefully about what type of **speech** each sentence is.

Read the paragraph carefully to identify the odd sentence out. The correct answer is: **The second sentence is the odd one out because it contains direct speech. The other sentences contain indirect speech.**

## Week 2 Monday

### Recognising Relative Clauses (page 7)

A **main clause** is a group of words that make sense on their own. It has a subject (the person or thing that does an action) and verb (the action). For example, Adam eats bananas.

A **relative clause** adds extra information to a sentence by using relative pronouns such as 'who', 'that' or 'which'. It adds extra information about the noun in the sentence and so therefore must be related to the noun.

**Question 1** – This question asks your child to create 3 complete sentences by matching a **main clause** to a **relative clause**. To do this, they should read each clause, looking at the context of each **clause** to see which ones match. It would be helpful for them to read the sentences aloud to check that the sentences 'sound right'.

Create a full sentence by matching a main clause to a relative clause, remembering to read back your sentences to hear whether they make sense. The correct answers are:

The girl visited London, where her sister was born.

Jordan caught the ball that had been thrown into the air.

Lee, who is only three, started to cry.

**Question 2** – This question asks your child to write 'M' for **main clause** or 'R' for **relative clause** next to each sentence. To do this they need to read each **clause** carefully. If it makes sense by itself it is a **main clause**, but if it is not a complete sentence, it is a **relative clause**.

Write 'M' or 'R' next to each sentence depending on whether it is a main clause or a relative clause. The correct answers are:

Main clauses: A, B,

Relative clauses: C, D, E

**Question 3** – This question first asks your child to circle the **relative clause** in the sentence given. They then need to explain what the **relative clause** refers to and how they know. To do this, they need to think about who the **relative clause** refers to and how it links to the rest of the sentence.

Circle the relative clause in the sentence and explain what it refers to and how you know, thinking about how the information in the relative clause links to the rest of the sentence. The correct answer is: The relative clause Zach has used is 'who had not been paid'. This relative clause refers to the taxi driver because it tells us that he had not been paid, which gives us more information about why he was unhappy on Saturday.

## Week 2 Tuesday

### Relative Clauses (page 8)

For a recap on **relative clause** please refer to page 8.

A **relative pronoun** refers back to a noun already mentioned in a sentence.

**Question 1** – This question asks your child to put an 'X' in the box that indicated the **relative pronoun** for each sentence. To do this, they should read the sentence carefully.

Read each sentence carefully to identify the relative pronouns used. The correct answers are: **A = who; B = which; C = that**

**Question 2** – This question asks you child to put an 'X' in the box next to the sentences that have used a **relative clause** correctly. They should read each sentence carefully to help them.

Read each sentence carefully to identify the sentences that have used a relative clause correctly. The correct answers are: **A, B, D**

**Question 3** – This question asks your child to add a **relative clause** to each of the sentences given. Each of the **relative clauses** should include the **relative pronoun** who, which or that. They should read the sentences carefully, so they can add relevant information to the original sentence.

Add a relative clause into each of the sentences. The relative clause should include the relative pronouns who, which or that and be relevant to the original sentence. There are various answers for this question, for example:

**A. Mum bought me a bike that has cool LED lights.**

**B. I live near London, which is a capital city.**

**C. My best friend Josie, who I've known for years, broke her leg yesterday.**

## Week 2 Wednesday

### Recognising Modal Verbs (page 9)

A **modal verb** is a type of verb. A modal verb changes and affects the verbs in a sentence by expressing the level of degree, possibility, obligation and permission. For example, it might rain, it will rain, it must rain. It suggests the likelihood of something happening or ability to do something. For example: should, could, might, must

**Question 1** – This question asks your child to put an 'X' in the boxes that are labelling the **modal verbs**. They should read each sentence carefully to find the word that indicates the possibility, obligation or permission.

Read the sentences carefully to identify the modal verb in each sentence. The correct answers are: **A. will, B. could, C. might**

**Question 2** – This question asks your child to put a T for true or F for false in the box next to each sentence, depending on whether the **modal verb** has been underlined. They should read each sentence carefully to identify the **modal verbs** and check whether or not this is the word that has been underlined.

Read the sentences carefully to identify if the modal verb in the sentences have been underlined. The correct answers are: **A. True, B. False – the modal verb is 'must', C. True**

**Question 3** – This question asks your child to rewrite the sentence using a different suitable **modal verb**. They will then need to explain how it changes the meaning of the sentence. In their explanation, they will need to think about how the probability has changed. For example, if it was certain before, is it still certain?

Rewrite the sentence provided with a different suitable modal verb and explain how it changes the meaning of the sentence thinking about how the possibility might have changed. There are various answers for this question, for example: **Although Tom is a striker, he might need to play in goal for the match on Saturday.** The original sentence suggests that Tom will definitely be playing in goal whereas 'might' indicates that there is a possibility of him playing in goal.

## Week 2 Thursday

### Using Modal Verbs (page 10)

For a recap on **modal verbs** please refer to page 10.

**Question 1** – This question asks your child to match the most suitable **modal verb** to each sentence. To help them identify the correct **modal verb**, your child should read each sentence in turn using each of the different **modal verbs**.

Read each sentence carefully to identify the correct **modal verb** for the sentence. The correct answers are: **A. need; B. should; C. might**

**Question 2** – This question asks your child to choose the **modal verb** that could be used in all three sentences. Your child will need to read each sentence carefully, adding the different **modal verbs** as they read, to help them identify which ones fit within the sentences.

Read each sentence carefully to identify the correct **modal verb** that fits within all three sentences. The correct answer is: **ought**

**Question 3** – In this question, your child needs to substitute the underlined **modal verb** and change it for the verb suggested by Steph. They will then need to decide whether or not the meaning of the sentence has changed – is there still an element of uncertainty that the event will occur?

Identify whether Steph is correct by substituting the word and thinking about how the meaning of the sentence has changed. The correct answers is: **She is incorrect. Using 'will' suggests that it is certain she will go. 'Must' suggests a need to go but not necessarily a certainty that they will go.**

## Week 2 Friday

### More Modal Verbs (page 11)

For a recap on **modal verbs** please refer to page 10.

**Question 1** – This question asks your child to circle the **modal verb** in each of the sentences. To do this, they should read each sentence carefully to identify the word which indicates possibility, obligation or permission.

Read each sentence carefully to identify and circle the modal verbs used. The correct answers are: **A = must, B = may, C = ought to, D = should**

**Question 2** – This question asks your child to complete the sentences by adding in the correct **modal verb**. The first sentence requires a **modal verb** that shows possibility and the second sentence requires a **modal verb** that shows certainty. They should read the different modal verb options, so they are able to select the correct **modal verb**.

Read each sentence carefully to identify and fill in the correct modal verbs for possibility (2a) and certainty (2b). The correct answers are:

**2a.** The hotel may have been nicer if it had been redecorated.

**2b.** The policeman will tell us the right direction to go.

**Question 3** – This question asks your child to rewrite the sentences with different **modal verbs** to change the possibility the sentences suggest. The first sentence should be rewritten to make it more certain, whereas the second sentence should be rewritten to make it less certain. They should do this through their choice of **modal verb**.

Rewrite each sentence to change the possibility it suggests. The first sentence should be made more certain and the second sentence should be made less certain. The correct answers are:

**3a.** Katie isn't feeling well so she will stay in bed.

**3b.** After all the planning, it should be the best party ever.

## Additional Resources

### Guided Reading – A Weekend in Pompeii (page 12 -14)

Children should read the advert 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.

The answers to the questions are given below.

1. Why do you think the writer was ready for a holiday?  
They had been doing lots of tests at school.
2. Where is Naples?  
Italy.
3. Why was she a little concerned about visiting Mount Vesuvius?  
Mount Vesuvius is an active volcano which could erupt at any time.
4. Write down three other words which mean the same as 'humungous'.  
Various answers, for example: vast, enormous, huge, immense, giant, mammoth, colossal.
5. How long did the train journey take from Naples to Pompeii?  
Half an hour (30 minutes).
6. Was the writer able to see all of Pompeii?  
No, not all of it has been excavated yet. Archaeologists are still working on the site.
7. How did the writer feel about walking to the summit of Mount Vesuvius?  
She wasn't very happy about it; she didn't think you should walk anywhere unless it was absolutely necessary.
8. What was the purpose of the post and rail fence?  
To stop people going too close to the edge of the crater.
9. What are the features you would expect to find in a diary extract?  
Various answers, for example: Informal or chatty language; written in the past tense with some reference to future events; personal thoughts and feelings referenced; reported speech; a date and time reference.

## Additional Resources

### Guided Reading – Romulus and Remus (page 15 - 17)

Children should read the **myth** (a traditional tale which explains an event using a mythical creature) 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 is 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 are Numitor and Amulius?  
Numitor is the King of Alba and the father of Rhea Silvia. Amulius is the evil brother of Numitor.
2. Why did Amulius kill Rhea Silvia and try to kill the boys?  
He wanted to remain as the king instead of Romulus and Remus who were rightful heirs to the throne.
3. Look at the paragraph beginning 'He was suspicious'. Which word is a synonym of 'isolated'?  
secluded
4. What disgusted the brothers?  
That Amulius had killed their mother.
5. Why did Romulus think he had been favoured by the gods?  
He saw more vultures overhead than Remus.
6. 'Romulus taunted Remus.' Is this statement true or false? Explain your answer.  
It is false because Remus taunted Romulus by suggesting that the enemy would be able to enter his city easily.
7. Which words or phrases indicate that Romulus's city is full of criminals?  
Outlaws and fugitives
8. Rome is called the 'Eternal City'. What do you think this means?  
It means the city will exist forever.
9. What features tell you that this story is a myth?  
It includes creatures or beasts. It includes a quest and a conflict. It includes royalty, gods or goddesses.

## Additional Resources

### Guided Reading – Health-Conscious Kids (page 18 - 20)

Children should read the **newspaper article** (a piece of writing giving information about current events) 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 phrase 'health-conscious' mean?  
Various answers, for example: That you are mindful about how healthy your diet and lifestyle is.
2. Find a synonym for 'considerable' in the second paragraph.  
Vast
3. Name 3 food or drink items that the staff and pupils were consuming too much of.  
Any 3 from: crisps, cakes, chocolates, cola, biscuits or coffee.
4. How did children get their extra 'active' playtime on a Friday?  
They needed to complete a sticker book. To get a sticker they needed to bring a healthy snack for breaktime.
5. Why do you think the year 5 children have been described as inspirational?  
Various answers, for example: They have produced a plan and motivated and inspired others to improve their lifestyle.
6. Find and copy a word which has a similar meaning to 'healthy'.  
Nutritious
7. Why do you think it is important for parents to be involved in the campaign too?  
Various answers, for example: Parents prepare the food for a family to eat and can help their children make healthier choices by being a role model.
8. Give 3 adjectives used to describe the children in the last two paragraphs.  
Any 3 from: tolerant, understanding, happy, motivated or dynamic.
9. Is the sentence 'The tuck shop sells tasty snacks,' a fact or opinion?  
Opinion

## Additional Resources

### Guided Reading – Not Even a Whisper (page 21 - 24)

Children should read the **narrative** (a fictional text such as a 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. 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 is the name and nickname of the main character?

His name is Harry Nicholls and his nickname is Noisy Harry Nicholls.

2. What is his maths teacher called?

Mrs Khan

3. Who said Harry could win gold at the Olympics for talking?

Grandpa.

4. For how long each day would he be silent?

One hour.

5. Why is he staying silent?

Various answers, for example; to raise money for charity, because it is deaf awareness week.

6. What can we infer about Harry's personality?

Harry is caring because he is raising money for a charity by doing something that he will find quite tricky.

7. List three words that tell you that the operation was wonderful.

Accept any three of the following; extraordinary, incredible, remarkable, amazing, astounding.

8. Why was Harry supporting deaf awareness week?

It gave him the chance to help other people like his brother by raising money.

9. Complete the sentence with the correct day; "Harry was silent at lunchtime on ...".

Tuesday

## Additional Resources

### Guided Reading – Not Even a Whisper (page 21 - 24)

10. What do the dots suggest in the sentence “.....” said Harry.

Harry is being silent.

11. What does “at the top of his lungs” suggest?

He shouted very loudly using all his breath.

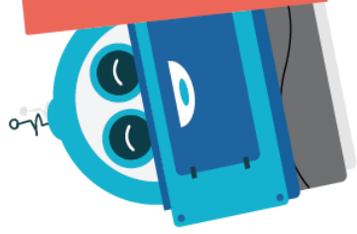
12. Identify three features of the sentences “IT’S OVER! IT’S OVER! IT’S OVER!” which show that Harry is happy and excited that he has finished his challenge.

It is written in capital letters, the words are repeated and exclamation marks have been used.

13. True or false? Harry had a cochlear implant.

False (it was his brother Ben who had one).

# Home learning



# HERO!

\_\_\_\_\_ This certificate of brilliance goes to \_\_\_\_\_

\_\_\_\_\_ for being **TOTALLY AWESOME** at \_\_\_\_\_

Signed \_\_\_\_\_

Date \_\_\_\_\_

