

Dear Year 5 Families,

We hope you are all well and healthy and enjoying the gorgeous sunshine! It seems like absolutely ages since we've seen you all! Hopefully we'll all be back together again soon. Make sure you're taking care of yourselves and your families.

COMPETITIONS! Congratulations to Mrs Gledhill's class, who won the times table challenge with a lead of 18 points! Well done everyone who took part.

100%'s over the last two weeks... From 5NG: Frankie Grace, Aiden, Cian, Ronnie, Emily, Buddy and Ben. From 5RG: Olivia, Imogen, Josh, Thomas, Sophie, Abe, Isaac, Luke, Jaime, Fliss and James.

5RG, together you got 72 100%os but congratulations 5NG, together you got 84!

Well done to everyone. Keep up the good work! From the Mrs Gs and the Year 5 team.



### Contents

English

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Maths

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Topic

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## English.

GPS For the GPS challenge last week, both classes DREW. Well done to everyone who took part.

Grammar Hammer 8 and Spring Spelling 10 are in the Year 5 home learning area

### Writing

Watch the following short film, called *Light*

<https://www.youtube.com/watch?v=hdyAFuHRayQ>

**Writing task 1:** Write a story based on the short film about an inventor and their helpful robot. Describe the inventor and their workshop, describe the helpful robot and create a device that the pair are trying to make work. The device they're trying to make can be as sensible, or as ridiculous and you'd like it to be!

Use the third person (he, they). And use short sentences to build tension when the inventor tests the contraption.

Descriptive techniques that you could include:

- ◇ Similes/metaphors/personification
- ◇ Expanded noun phrases
- ◇ Alliteration
- ◇ Excellent vocabulary choices (use an online thesaurus if you don't have one at home)
- ◇ Relative clauses (who, that, which, when) using commas as parenthesis
- ◇ Tension (especially in the middle of your story) - short sentences in groups of three
- ◇ Fronted adverbials (Use ISPACED)
- ◇ Complex sentences using subordinating conjunctions (I SAW A WABUB)

**I** ing- Smiling sweetly, she turned and walked away.

**S** simile- Like the chocolates in the box, she vanished quickly.

**P** preposition- On the top of the hill, the wolf stood and watched.

**A** adverb- Hurriedly, he snatched the ticket.

**C** conjunction- When he found his bone, the dog settled at the bottom of the stairs.

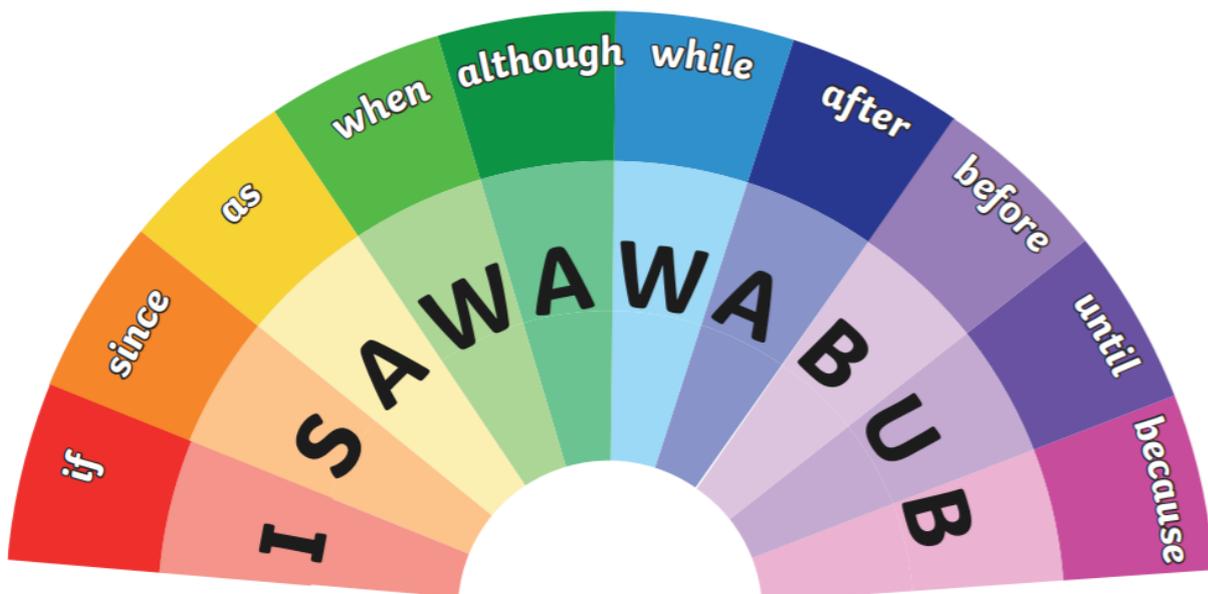
**E** ed- Pleased with what he had done, he stood back and admired his work.

**D** dialogue- 'Who can that be?' Kate asked herself, as she heard a loud, slow knocking on the door.



## Subordinating Conjunctions

Here are 10 of the most common subordinating conjunctions. They are used at the beginning of a subordinating clause which is a clause that doesn't make sense on its own.



**Writing Task 2:** Using the invention sheets in the Year 5 area, come up with a wacky invention. Once you have designed it, write a set of instructions for how to use it.

**Make sure to include:**

### Key Words

how to  
equipment  
method

### When words

first  
next  
then  
when  
after  
before  
while  
penultimately  
lastly

### verbs

put  
fold  
press  
turn  
make  
attach  
place  
take  
hold  
pull  
wait  
check  
look

### Other helpful words

until  
once  
twice  
don't  
always  
never  
must  
because  
repeat  
again  
next to

### Adverbs

carefully  
gently  
slowly  
firmly

**Writing Task 3:** Oh no! Disaster has struck. The robot that you have invented has gone wrong! It's causing absolute mayhem in Stourbridge! Write a report for The Stourbridge News to tell the story.

There's an example of a newspaper report in the Year 5 area.

Use this checklist to help you write your article.

## Did I...

Child

write the name of the newspaper at the top?		<input type="checkbox"/>
create an interesting headline and sub-headline?		<input type="checkbox"/>
start with an introductory paragraph that includes the five Ws?		<input type="checkbox"/>
add captions to all pictures?		<input type="checkbox"/>
include facts about the main events?		<input type="checkbox"/>
write in the third person and past tense?		<input type="checkbox"/>
use quotes written as direct speech?		<input type="checkbox"/>
finish with a conclusion paragraph to explain what might happen next?		<input type="checkbox"/>

## Reading:

Make sure you're keeping up with your reading, by reading at least 3 times a week.

◇ Reading task 1: Complete the comprehension in the Year 5 area.

◇ Reading task 2: Me, me, me. Activity 1 in the Read and Respond booklet in the Year 5 area.

If the main character from the last book you read (or your favourite character) created a Facebook profile, what would it say?

◇ Reading task 3: How comical! Activity 2 in the Read and Respond booklet in the Year 5 area.

Think of a scene from a book you've read. Create a comic book about this scene, making sure to include thought bubbles for how you infer the characters are feeling.

## Maths: White Rose Online Learning

St James's recommends that pupils complete the daily online White Rose maths lessons - these cover the summer maths topics that you would be learning at school.

You don't have to do one a day OR complete the lesson on the date shown. It is important that you complete the lessons in order as each lesson builds on the previous day's learning. Whenever you start, begin at **Summer term - week 1 (w/c 20th April)** for the special course. The previous links for week 1 & 2 can be ignored. <https://whiterosemaths.com/homelearning/year-5/>

Before each lesson, make sure you have something to write on and with. You may want to print out the lesson worksheets. Don't worry if you don't have a printer, have the worksheet on the screen and answer the questions on a piece of paper. <https://www.st-james.dudley.sch.uk/wh-rose-worksheets>.

On the White Rose site, there's a video which begins flashback 4. The first slide recaps the previous day's learning, and the lessons then carry on. After the video, you can have a go at the worksheets.

If you have any questions about White Rose or the lessons on offer, please email [info@st-james.dudley.sch.uk](mailto:info@st-james.dudley.sch.uk) and someone will get back to you as soon as possible.

## Science:

- ◇ There are some science learning screens and activities to complete on Education City. These are in the folder Week 8 Science.

## RE:

- ◇ Create a comic strip about your favourite miracle that Jesus performed. Make sure to include thought bubbles for Jesus' disciples and the people in the crowd.

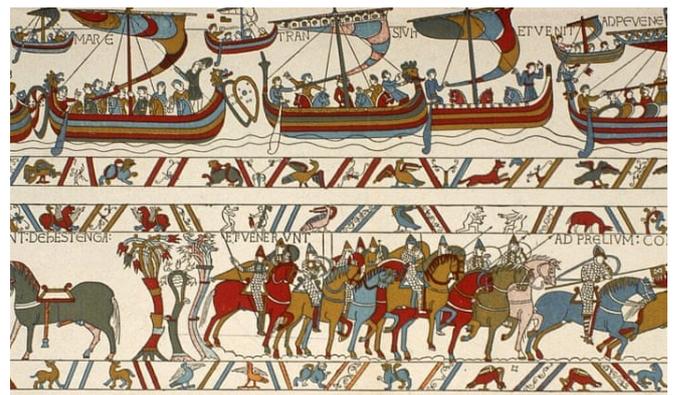
## Topic:

The Anglo Saxons used Runes as their alphabet. It is very similar to the alphabet we use today, but they had one extra symbol. This is because they had a separate letter for the sound 'ng'.

In the Year 5 area is a worksheet with the Saxon runes on. Use the sheet to write your own secret sentences, and then see if someone in your house can work out what you've written.

## Art:

- ◇ The Anglo Saxons created many beautiful pieces of art. In the Year 5 area there is a Powerpoint all about Saxon art. Read through the slides and decide which type of artwork is your favourite.
- ◇ The Bayeux Tapestry is a huge woollen tapestry which tells the story of the 1066 battle of Hastings, which was the Norman conquest, where William the Conqueror defeated the English King Harold
- ◇ Create a drawing, in the style of the Bayeux tapestry to tell a funny story about something that has happened in your house over the lockdown.



## P.E.

Joe Wicks!! A great daily workout

<https://www.youtube.com/watch?v=OTgLI3PM0c>



In the Year 5 area there are also some PE cards to set up your own Joe Wicks routine.

Choose 5 workouts. Do each one for 30 seconds, then have 30 seconds rest. Complete the circuit 5 TIMES, which will equal 25 minutes exercise. Don't forget to warm up and cool down before and after your workout.

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

Class: \_\_\_\_\_

Date: \_\_\_\_\_

1. Write the <b>prefix</b> which can be added to all the words below and which means 'undo' or 'to do the opposite of'.				2. Underline the <b>suffix</b> that turns the <b>adjective</b> into a <b>verb</b> .			
	frost	compose	grade	pure	-ize	-en	-ify
3-4. Underline any <b>silent letters</b> in these words.							
castle		tower		reign		rule	
5-6. Underline the correct word to use in each sentence. Use a dictionary if you need to.							
David Beckham is my ( idle / idol )				The bride walked down the ( isle / aisle )			
7. Use a dictionary to find the meaning of this word.							
cursory							
8-9. Number these words to show their <b>alphabetical order</b> .							
bright		bring		brought		black	
10-11. Underline two <b>adverbials</b> that might help signal <b>place</b> in a piece of writing.							
beside the lake		under water		hand in hand		before breakfast	
12-13. Underline two <b>adverbials</b> that can be used to help <b>emphasise</b> or <b>persuade</b> in a piece of writing.							
Most importantly,		After a while,		Obviously,		Before long,	
14-15. Underline the correct <b>verb tenses</b> to complete the sentences.							
A text ( flash / flashed ) up on my screen.				They ( flash / flashed ) up when I turn it on.			
16. Underline the correct <b>verb</b> to <b>agree</b> with the <b>subject</b> .							
Neither of them ( like / likes ) going to bed.				Every penny ( has / have ) to be counted.			
18-19. Underline the correct verb to make these sentences correct.							
Dan ( spoke / spoken ) to the teacher.				Dan has ( spoken / spoke ) to the teacher.			
20-21. Cross out any unnecessary or redundant words in this sentence to convey the information more concisely.							
She carefully, cautiously sipped the hot, boiling, scorching cup of tea.							
22. Underline the correct <b>modal verb</b> to complete the sentence.							
My mum says I ( should / ought to / will ) not talk to strangers.							
23. Underline the <b>relative clause</b> in this sentence.							
The orchestra, when the conductor signalled, began to play.							
24. Use a <b>comma</b> to punctuate this sentence and make the meaning clear.							
After he had won the runner went up for his medal.							
25. Punctuate this sentence with <b>commas</b> , to show <b>parenthesis</b> .							
The lungs which are protected by our ribs help us breathe.							

<b>Total:</b>		Red (0 – 9)	Yellow (10 – 19)	Green (20 – 25)
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# Anglo-Saxon and Scots Invaders

By around 410AD, the last of the Romans had left Britain to go back to Rome and England was left to look after itself for the first time in about 400 years. Emperor Honorius told the people to fight the Picts, Scots and Saxons who were attacking them, but the Brits were not good fighters.

The Scots, who came from Ireland, invaded and took land in Scotland. The Scots split Scotland into 4 separate places that were named Dal Riata, Pictland, Strathclyde and Bernicia. The Picts (the people already living in Scotland) and the Scots were always trying to get into England. It was hard for the people in England to fight them off without help from the Romans. The Picts and Scots are said to have jumped over Hadrian's Wall, killing everyone in their way.



The British king found it hard to get his men to stop the Picts and Scots. He was worried they would take over in England because they were excellent fighters. Then he had an idea how he could keep the Picts and Scots out. He asked two brothers called Hengest and Horsa from Jutland to come and fight for him and keep England safe from the Picts and Scots.

Hengest and Horsa did help to keep the Picts and Scots out, but they liked England and they wanted to stay. They knew that the people in England were not strong fighters so they would be easy to beat. Hengest and Horsa brought more men to fight for England and over time they won.



However, men from other countries also wanted to take over in Britain and they attacked too. These invaders are called the Anglo-Saxons because the two biggest groups were called the Angles and the Saxons. Other invaders were the Jutes, Franks and Frisians. They came from Germany, Holland and Denmark.

The Anglo-Saxons ruled in England until the 11<sup>th</sup> century AD. In 1066AD, William the Conqueror from Normandy beat King Harold II at the Battle of Hastings. This was the end of Anglo-Saxon England and the start of Norman rule.

# Questions

1. By what time had the last of the Romans left Britain?

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2. What groups of people were attacking England at this time?

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3. Where did the Scots come from?

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4. One historian described the Scots as 'foul'. What does this mean?

Use a dictionary to help you.

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5. What did the Scots and the Picts do as they jumped over Hadrian's Wall?

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6. Who did the British king ask for help?

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7. Which two groups of people are the Anglo-Saxons named after?

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8. Until when did the Anglo-Saxons rule in England?

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# Answers

1. By what time had the last of the Romans left Britain?  
**The last of the Romans had left Britain by around 410AD.**
2. What groups of people were attacking England at this time?  
**The Picts, Scots and Saxons were attacking England at this time.**
3. Where did the Scots come from?  
**The Scots came from Ireland.**
4. One historian described the Scots as 'foul'. What does this mean?  
Use a dictionary to help you.  
**'Foul' means revolting, wicked, immoral or unpleasant.**
5. What did the Scots and the Picts do as they jumped over Hadrian's Wall?  
**The Scots and the Picts killed everyone in their way as they jumped over Hadrian's Wall.**
6. Who did the British king ask for help?  
**The British king asked two brothers, Hengest and Horsa for help.**
7. Which two groups of people are the Anglo-Saxons named after?  
**The Anglo-Saxons are named after the two biggest groups called the Angles and the Saxons.**
8. Until when did the Anglo-Saxons rule in England?  
**The Anglo-Saxons ruled in England until the 11th century AD.**

# Anglo-Saxon and Scots Invaders

By around 410AD, the last of the Romans had left Britain to go and defend their own country as invaders who wanted to take over their land were attacking them. This meant England was left to look after itself for the first time in about 400 years even though it was still under constant attack from the Picts, Scots and Saxons. Emperor Honorius told the people to defend themselves, but after being protected by Roman soldiers for so long they were not prepared for fighting!



The Scotti, who came from Ireland, were descendants of the Picts, who had earlier invaded Ireland around 200AD. Historians believe that these Irish Scots invaded and took land in Scotland in the 4<sup>th</sup> and 5<sup>th</sup> centuries. The Scots divided the land in Scotland into 4 separate kingdoms, which were named Dal Riata, Pictland, Strathclyde and Bernicia. The Picts and the Scots were always trying to get into England and take more land for themselves and it was hard for the people in England to fight them off without help from the Romans. The Picts and Scots were described as 'foul' and with 'a lust for blood' by an historian from the time, called Gildas. They are said to have jumped over Hadrian's Wall, killing everyone in their way.

The British King Vortigem was left in charge after the Roman armies left, but he found it difficult to organise troops to hold back the Picts and Scots. Vortigem was worried that these powerful and excellent fighters would take over in England. Then Vortigem had an idea how he could keep the Picts and Scots out of England. He asked two brothers called Hengest and Horsa from Jutland to come and fight for him and keep England safe from the Picts and Scots.



Hengest and Horsa were glad to help and they fought well to keep the Picts and Scots out. However, the men liked what they found in England and decided that they wanted to stay and take land for themselves. They knew that the people were not strong fighters so they would be easy to control. Hengest and Horsa brought more warriors to England and over time the invaders began to settle and the Brits were pushed farther and farther out!

The brothers and their warriors weren't the only ones who had their sights set on taking over land in England. Other tribes had also been invading for some time, and without Roman protection the Brits could not keep them out. We know these invaders as the Anglo-Saxons because the two biggest invading tribes were called the Angles and the Saxons. Other invaders were the Jutes, Franks and Frisians. They came from the modern places of Germany, Holland and Denmark.

The Anglo-Saxons went on to rule in England until the 11<sup>th</sup> century AD. It was William the Conqueror from Normandy's victory over King Harold II at the Battle of Hastings in 1066AD that marked a dramatic end to Anglo-Saxon rule and saw the beginning of the Norman era.



# Questions

1. By what time had the last of the Romans left Britain?  

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2. What groups of people were attacking England at this time?  

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3. Why were the British people not prepared for fighting?  

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4. Who were the Scotti people? Where did they come from?  

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5. What were the names of the 4 kingdoms the Scots split Scotland into?  

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6. Why was King Vortigern worried about the Scots and the Picts?  

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7. Who did King Vortigern ask for help? Where did these men come from?  

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8. Why are the Anglo-Saxons called the Anglo-Saxons?  

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9. Until when did the Anglo-Saxon rule in England?  

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10. What happened at the Battle of Hastings?  

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# Answers

1. By what time had the last of the Romans left Britain?  
**The last of the Romans had left Britain by around 410AD.**
2. What groups of people were attacking England at this time?  
**The Picts, Scots and Saxons were attacking England at this time.**
3. Why were the British people not prepared for fighting?  
**The British people were not prepared for fighting because they had been protected by Roman soldiers for so long.**
4. Who were the Scotti people? Where did they come from?  
**The Scotti were descendants of the Picts and they came from Ireland.**
5. What were the names of the 4 kingdoms the Scots split Scotland into?  
**The 4 kingdoms were called Dal Riata, Pictland, Strathclyde and Bernicia.**
6. Why was King Vortigern worried about the Scots and the Picts?  
**King Vortigern was worried because the Scots and Picts were excellent fighters and he thought they might try to take over England.**
7. Who did King Vortigern ask for help? Where did these men come from?  
**King Vortigern asked for help from two brothers, Hengest and Horsa. They came from Jutland.**
8. Why are the Anglo-Saxons called the Anglo-Saxons?  
**The Anglo-Saxons are called this because the two biggest invading tribes were called the Angles and the Saxons.**
9. Until when did the Anglo-Saxons rule in England?  
**The Anglo-Saxons ruled in England until the 11th century AD.**
10. What happened at the Battle of Hastings?  
**William the Conqueror defeated King Harold II at the Battle of Hastings, which marked an end to Anglo-Saxon rule and saw the beginning of the Norman era.**

# Anglo-Saxon and Scots Invaders

Despite the increase in attacks on England from the Picts, Scots and Saxons, by around 410AD the last of the Romans had left to go and defend their home territory as they were under increasing threat from external invaders. This meant England was left to its own devices for the first time in about 400 years. Emperor Honorius told the people to defend themselves, but after years of protection under Roman rule they were quite unprepared for fighting!



The Gaelic-speaking Scotti, who came from Ireland, were descendants of the Picts, who had earlier invaded Ireland around 200AD. Historians believe that these Irish Scots invaded and claimed land in Scotland in the 4<sup>th</sup> and 5<sup>th</sup> centuries. The Scots divided the land in Scotland into 4 separate kingdoms that were named Dal Riata, Pictland, Strathclyde and Bernicia. The Picts and the Scots were a constant threat to the Britons and it was even harder to fight them off without support from the Romans. They were described as 'foul' and 'with a lust for blood' by an historian from the time, named Gildas. They are said to have streamed over Hadrian's Wall, killing everyone in their way.

The British King Vortigem was left in charge after the Roman armies left, but he faced great difficulty organising troops to hold back the Picts and Scots who were very powerful and superb fighters. He worried they would take over in England. In a bid to retain control and keep the Picts at bay, it is believed that Vortigem asked two brothers called Hengest and Horsa from Jutland to come and fight for him and keep the Picts and Scots out.



Hengest and Horsa were glad to oblige and the Picts and Scots were successfully held back. However, the men liked what they found in England and decided that they wanted to stay and take the land for themselves, as it was rich and plentiful and the Britons could be easily defeated. They brought more warriors and over time the invaders began to settle around England, pushing the Brits farther and farther out!

The brothers and their warriors weren't the only ones who had their sights set on colonising England. Other Germanic tribes had also been invading for some time, and without Roman protection they proved to be a formidable force against the Brits. We know these invaders as the Anglo-Saxons because the two biggest invading tribes were called the Angles and the Saxons. Other invaders were the Jutes, Franks and Frisians. They came from the modern places of Germany, Holland and Denmark.

The Anglo-Saxons went on to rule in England until the 11<sup>th</sup> century AD. It was William the Conqueror from Normandy's victory over King Harold II at the Battle of Hastings in 1066AD that marked a dramatic end to Anglo-Saxon rule and established the beginning of the Norman era.



# Questions

1. By what time has the last of the Romans left Britain?  

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2. 'England was left to its own devices for the first time in about 400 years.'  
What does this mean?  

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3. Why were the British people not prepared for fighting?  

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4. What did the Scots do with the land in Scotland?  

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5. How did the historian Gildas describe the Scots? Do you think this is fair?  

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6. Why did King Vortigern find it difficult to hold back the Scots and the Picts?  

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7. Do you think it was a mistake to ask Hengest and Horsa for help? Why/why not?  

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8. Why are the Anglo-Saxons called the Anglo-Saxons?  

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9. Until when did the Anglo-Saxons rule over England?  

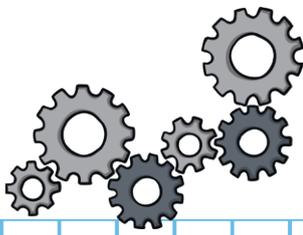
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10. Why is the Battle of Hastings a significant historical event?  

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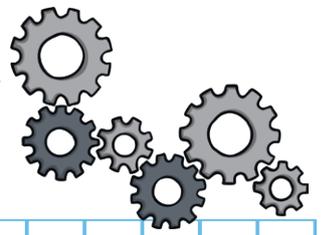
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# Answers

1. By what time had the last of the Romans left Britain?  
**The last of the Romans had left Britain by around 410AD.**
2. 'England was left to its own devices for the first time in about 400 years.'  
What does this mean?  
**This means that after being protected for about 400 years, England was left alone to defend itself.**
3. Why were the British people not prepared for fighting?  
**The British people were not prepared for fighting because they had been protected for years under Roman rule.**
4. What did the Scots do with the land in Scotland?  
**The Scots divided the land into four separate kingdoms called Dal Riata, Pictland, Strathclyde and Bernicia.**
5. How did the historian Gildas describe the Scots? Do you think this is fair?  
**The historian Gildas described the Scots as 'foul' and 'with a lust for blood.'**  
**Answers will vary according to whether the children think this is fair or not, but may include reference to the Scots killing everyone in their way when they had crossed Hadrian's Wall.**
6. Why did King Vortigern find it difficult to hold back the Scots and the Picts?  
**King Vortigern found it hard to hold back the Scots and Picts because he faced great difficulty organising troops and because the Scots and Picts were such superb, powerful fighters.**
7. Do you think it was a mistake to ask Hengest and Horsa for help? Why/why not?  
**Answers will vary but may include reference to the brothers deciding take the land for themselves to show it was a mistake, or to the brothers helping to keep the Scots and Picts out of England to show it was not a mistake.**
8. Why are the Anglo-Saxons called the Anglo-Saxons?  
**The Anglo-Saxons are called this because the two biggest invading tribes were called the Angles and the Saxons.**
9. Until when did the Anglo-Saxons rule over England?  
**The Anglo-Saxons ruled over England until the 11th century AD.**
10. Why is the Battle of Hastings a significant historical event?  
**The Battle of Hastings is a significant event because it marks the end of Anglo-Saxon rule and the beginning of the Norman era.**



# My Invention Design



Can you design an invention below?

What is your invention for? What does it do?

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Year 5

# Read

and

# Respond



Name:

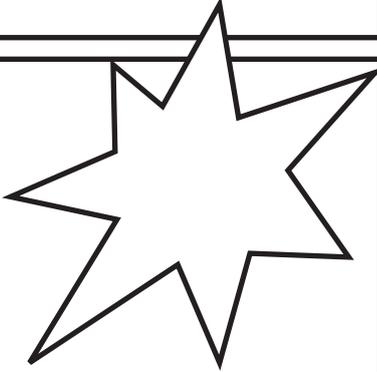
# Me, Me, Me!

If the main character of the last story you read created a social media page, what would it say? Fill in their profile, making sure to include as much information as possible about them.

<p>Profile Picture:</p>	<p>Decorative picture:</p>						
<p><b>Friends</b></p> <table border="1"><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>							<p>Name:</p> <p><b>Add as friend!</b></p> <p>What's on your mind?</p>
<p><b>Visited:</b> last Thursday</p> <p><b>Went to:</b> on Saturday</p> <p><b>Became friends with:</b> and 6 other people</p>	<p>Me and my friends at a cool party last weekend! with _____</p> <p>Draw a photograph here</p>						
<p><b>Worked at:</b></p> <p><b>Studied at:</b></p> <p><b>Lives in:</b></p> <p><b>From:</b></p> <p><b>Birthday:</b></p>	<p>I just ate _____</p> <p>_____</p> <p>_____</p>						

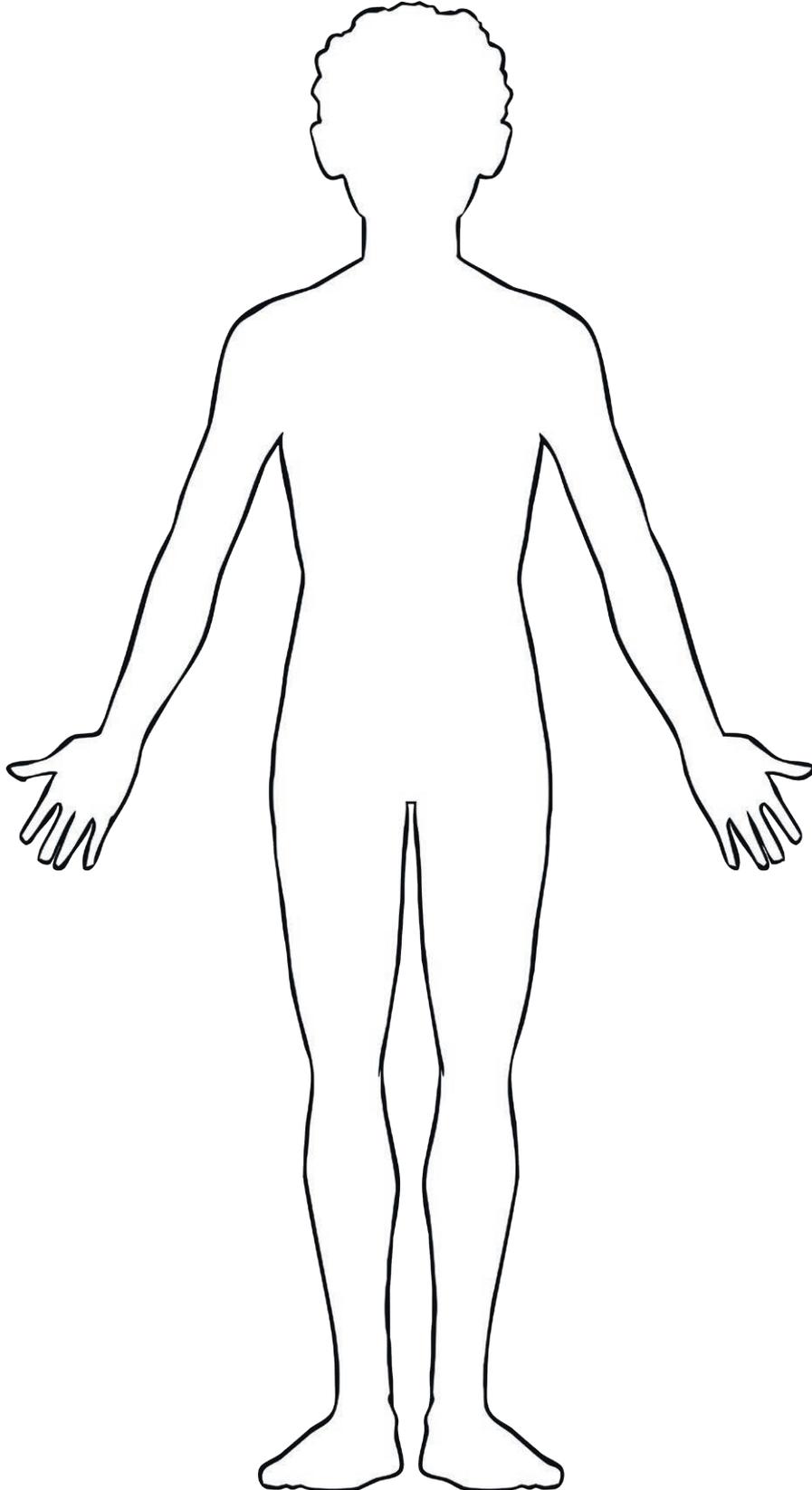
# How Comical

Think of a story you have read or one that is from your own imagination. Create a comic strip all about it, with pictures and captions that will create suspense.

# Inside and Out

Think about a character from a story you have read. Label around the outside of the silhouette with things you know about their appearance. Inside the silhouette, write things you know about their thoughts, feelings and personality.



# Stopping Said

Find one word which can be used instead of 'said' beginning with each letter of the alphabet from books you have read. Write them below and say which book you found each word in.

<b>a</b>	<b>b</b>	<b>c</b>
<b>d</b>	<b>e</b>	<b>f</b>
<b>g</b>	<b>h</b>	<b>i</b>
<b>j</b>	<b>k</b>	<b>l</b>
<b>m</b>	<b>n</b>	<b>o</b>
<b>p</b>	<b>q</b>	<b>r</b>
<b>s</b>	<b>t</b>	<b>u</b>
<b>v</b>	<b>w</b>	<b>x</b> exclaimed (The Child's Third Book of History)
<b>y</b>	<b>z</b>	

# The Honest Reviewer

Can you write an honest book review about your latest read?

Title:

Author:

I would give it



stars

One sentence review:

Themes and issues in the book:

A short recap of the plot:

A new blurb for the book:

The dilemma and its resolution:

My favourite part of the book and why:

# I Know, I Think, I Wonder...

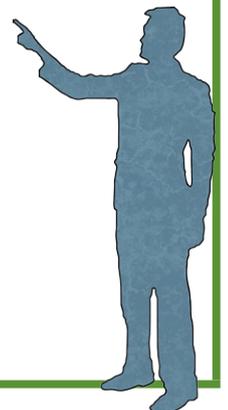
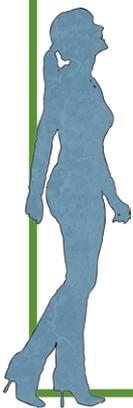
Choose a character from the last story you read or your all-time favourite storybook character. Complete this chart about what you know about them, what you think about them and what you wonder about them and would like to find out.

**Character's Name:**

**What I Know**

**What I Think**

**What I Wonder**



# Dictionary of Definitions

Find five words from your reading book whose meanings you are not quite sure about. Use a dictionary to define the words and write them in a sentence to help you to remember their meanings.

The word is \_\_\_\_\_

The definition is \_\_\_\_\_

The word in a sentence: \_\_\_\_\_

\_\_\_\_\_

The word is \_\_\_\_\_

The definition is \_\_\_\_\_

The word in a sentence: \_\_\_\_\_

\_\_\_\_\_

The word is \_\_\_\_\_

The definition is \_\_\_\_\_

The word in a sentence: \_\_\_\_\_

\_\_\_\_\_

The word is \_\_\_\_\_

The definition is \_\_\_\_\_

The word in a sentence: \_\_\_\_\_

\_\_\_\_\_

The word is \_\_\_\_\_

The definition is \_\_\_\_\_

The word in a sentence: \_\_\_\_\_

\_\_\_\_\_

# Hey Author!

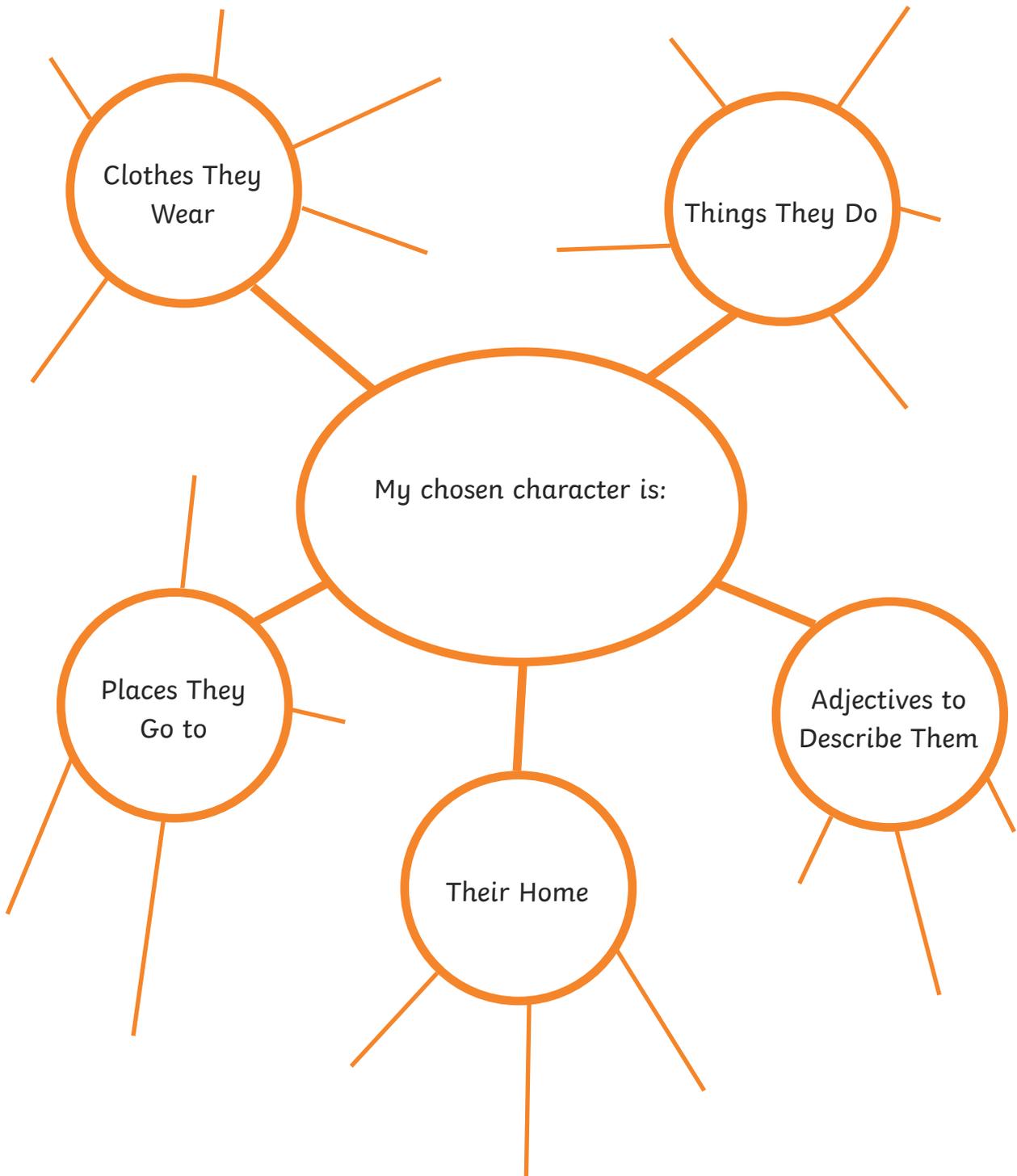
Write a letter to the author of the last book you read telling them what you thought of their book and why. Make sure you don't leave them wanting to know more.

A large rectangular area with horizontal lines for writing a letter. In the bottom right corner of this area, there is an illustration of a young boy with orange hair, wearing a light blue t-shirt, sitting at a wooden desk and writing on a piece of paper with a red pen.



# Word Webs

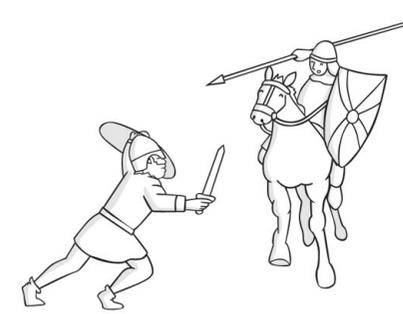
Think of the main character of the last story you read, or your favourite character from a book. Write their name in the centre of the word web. Create a word web about that character by adding on bubbles describing them and talking about their actions.



# Anglo-Saxon Runes Worksheet

Name: ..... Date: .....

Below is the Anglo-Saxon alphabet.



a	b	c	d	e	f	g	h	i	j	k	l	m	n
ng	o	p	q	r	s	t	u	v	w	x	y	z	

1. Now write your own secret rune message for your friend to work out!

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