ENGLISH Learn at Home packs: Year 5, Week 4

These notes are intended for teachers who are using these materials to continue to teach their class using any form of online file sharing. Often, sharing a personal video clip can be most helpful, as can online chats or messages.

The ‘timetable’ for this week’s teaching and learning is as follows

- **Day 1** – *Provide some teacher input*, using the PowerPoint presentation* on relative clauses. If children can access this in PowerPoint, they will hear the voice-over teaching. Children read the superhero poem. They practise writing sentences with relative clauses.
- **Day 2** – Children prepare a performance of the superhero poem. They practise finding relative clauses. They write about a new superhero using relative clauses.
- **Day 3** – *Optional teacher input, teaching the features of persuasive texts.* Children read a range of persuasive texts and write answers to reflection prompts about two. They revise the features of persuasive texts and make a poster about these.
- **Day 4** – Children watch an advert and identify fact and opinion, analysing the differences. They repeat this process with three more adverts and then script their own advert.
- **Day 5** – Children read a letter to a newspaper and annotate it to highlight features of persuasive writing. They practise writing a paragraph to give reasons for a point and then prepare a talk.

**Summary of content**

- Day 1 – Reading a poem, practising relative clauses.
- Day 2 – Performing a poem, writing with relative clauses.
- Day 3 – Reading persuasive texts, revising the features of persuasive texts.
- Day 4 – Watching and analysing adverts. Sorting fact and opinion. Writing their own advert script.
- Day 5 – Reading a letter; annotating features of persuasive writing. Writing a paragraph and preparing a persuasive talk.

*PowerPoint presentations are provided. You can use your phone to film yourself going through these on a laptop. OR parents and children can access them at home, preferably in PowerPoint but also as images on a tablet. You can then talk these through. Or you may have a clever online way, perhaps through the school’s website, of sharing these presentations with children at home.*