



Key Stage 2 Year 5

15.1.18

Homework books **must be in school on Monday** and it will be returned on Tuesday.

Reading

Please read aloud to an adult every day. Write a summary of what you have read or discuss the story with an adult. Please record in your reading record book the pages that you have read each day. **Remember to bring your book and reading record to school every day.** Please visit Nelson School Library for your reading wristband books.

Maths

Please practise your **Division facts: 9** ready for your **test on Friday**. This is about knowing all the division facts associated with the nine times table. It is important that children can also use words other than 'divided by, e.g. shared by. You could say: What is the answer to $36 \div 9$? $72 \div 9$? What is the missing number: $? \times 9 = 27$? How do you know?

Spelling

- 1) You must **ensure you know the meaning of the word**. -use a dictionary to help you if you are unsure.
- 2) **Write a sentence for each of the words**. You can include more than one word in a sentence as long as it makes sense and shows that you understand the word.
- 3) **Practise and study all of the spelling words ready for the Weekly Spelling Test.** To help you learn, every day you could draw a table like below to help you practise.

Look Say Cover Write Check

	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<i>embarrass</i>						
<i>environment</i>						
<i>equip</i>						
<i>equipped</i>						
<i>equipment</i>						
<i>especially</i>						
<i>exaggerate</i>						
<i>excellent</i>						
<i>existence</i>						
<i>explanation</i>						

You can choose to use this table if you like. Please make sure you Write your sentences in your homework books.

Comprehension

Read the text, The colour of my Dreams, and complete the comprehension questions in your homework book.

The Colour of My Dreams

Peter Dixon

- ¹ I'm a really rotten reader
the worst in all the class,
the sort of rotten reader
that makes you want to laugh.
- ⁵ I'm last in all the readin' tests,
my score's not on the page
and when I read to teacher
she gets in such a rage.
- ⁹ She says I cannot form my words
she says I can't build up
and that I don't know phonics
– and don't know c-a-t from k-u-p.
- ¹³ They say that I'm dyslexic
(that's a word they've just found out)
... but when I get some plasticine
I know what that's about.
- ¹⁷ I make these scary monsters
I draw these secret lands
and get my hair all sticky
and paint on all me hands.
- ²¹ I make these super models,
I build these smashing towers
that reach up to the ceiling
– and take me hours and hours.
- ²⁵ I paint these lovely pictures
in thick green drippy paint
that gets all on the carpet –
and makes the cleaners faint.
- ²⁹ I build great magic forests
weave bushes out of string
and paint pink panderellos
and birds that really sing.
- ³³ I play my world of real believe
I play it every day
and teachers stand and watch me
but don't know what to say.
- ³⁷ They give me diagnostic tests
they try out reading schemes,
but none of them will ever know
the colour of my dreams.

1. (a) Write **two** pairs of rhyming words.
(b) Write **one** pair of words that nearly rhyme.

2. The poem is divided into verses. Tick two reasons why the poet starts a new verse.

- A different person is speaking.
- It looks good on the page.
- Poems with this pattern of rhythm and rhyme usually have verses.
- You can set it to music and sing it.
- Each verse has one pair of rhyming words.
- Each verse is about a new topic.

3. 'I play my world of real believe'. What do you think the poet means by the words underlined?

4. What is the function of the dashes in 'k-u-p'?

5. Dyslexic writers often muddle up the sounds in words. How does the poet make a joke about this?

6. The poet uses lots of adjectives in verses 5–8, but many fewer in the other verses. Think about what he is describing in verses 5–8. Why do you think he uses more adjectives here? Include quotations from the poem in your answer.

7. Tick or cross these statements to show what the writer is good at:

- | | | | |
|--|--|-----------------------------------|---------------------------------------|
| <input type="checkbox"/> reading | <input type="checkbox"/> drawing | <input type="checkbox"/> painting | <input type="checkbox"/> plasticine |
| <input type="checkbox"/> making models | <input type="checkbox"/> readin' tests | <input type="checkbox"/> dreaming | <input type="checkbox"/> sounding out |

8. Do you think the poet is trying to be encouraging to children who can't read well? **Yes / No**

Explain your answer using quotations from the poem.

9. In this poem and in the poem 'You can't be that', the poet refers to 'they'. Are 'they' the same people in both poems? Explain who 'they' might refer to in each.