

English – Using Similes and Metaphors (page 4)

A **simile** is when something is being compared to something else using like or as. For example: The gold sparkled like the sun. The girl was as quiet as a mouse.

A **metaphor** is when something is described as if it is something else. For example: The dancer was a graceful swan.

Question 1 – This question asks your child to complete the sentences using an appropriate **noun** (object, person or place), **verb** (an action) or **adjective** (describing word) and then identify whether each sentence is a **simile** or a **metaphor**. This should be recorded in the box next to each sentence using an 's' for a **simile** and an 'm' for a **metaphor**.

Complete the sentences with a noun, verb or adjective and identify whether the sentences are similes or metaphors. The noun, verb or adjective choices may vary, for example:

- A. The sofa cushion was as hard as **nails**. (s)
- B. The moonlight **danced** happily on the ocean waves. (m)
- C. My grandma has a heard of **gold**. (m)
- D. The athlete ran as fast as **lightning** so he could win the race. (s)

Monday

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Question 2 – This question asks your child to underline the **simile** or **metaphor** in each sentence and rewrite the sentence using a different **simile** or **metaphor**. If you would like to recap on similes and metaphors turn to page 4.

Underline the part of the sentence that tells you whether there is a simile or a metaphor and rewrite the sentence with a different one, using the original to help you. The new similes or metaphors may vary in the rewritten sentences, for example:

- A. as cold as ice – The wind was as quick as a wink as it roared through the trees.
- B. like diamonds – The stars sparkled like pearls in the blanket of darkness.
- C. river of tears – The waterfall of tears flowed down Erica's cheeks as she listened happily to her mum singing.

Question 3 – In this question, your child needs to rewrite the sentences changing any **similes** to **metaphors** or vice versa. To do this, they will first need to identify whether a **simile** or a **metaphor** has been used in each sentence.

Identify whether the sentence uses a simile or a metaphor and then rewrite it using the other. The correct answers are:

- A. Freddy is a fish in the water.
- B. My grandfather is as wise as an owl.
- C. The ballerina is like a swan gliding across the stage.
- D. My teacher is a busy bee.

A **homophone** is a word that sounds the same as another, but has a different spelling and meaning. For example, sun and son.

Question 1 – This question asks your child to circle the correct **homophone** to complete the sentence. Your child will need to read each sentence carefully to understand its context, then identify the meaning of each of the **homophone** spellings.

Read each sentence carefully to identify the correct **homophone** that's meaning matches the context of the sentence. The correct answers are: A. **dessert**; B. **wary**; C. **whose**; D. **descent**

Question 2 – This question asks your child to choose the correct spelling from the word bank to complete the sentences given. Your child will need to read each sentence carefully to understand its context, then identify the meaning of each of the **homophone** spellings.

Read each sentence carefully to identify the correct **homophone** that's meaning matches the context of the sentence. The correct answers are: A. **draft**; B. **profit**; C. **draught**; D. **prophet**

Question 3 – In this question, your child needs to circle the word that has been spelt incorrectly. To do this, they should read each sentence carefully and look for the **homophone**. Once they have identified the incorrect spelling, they will need to write the correct spelling on the right hand side.

Identify the incorrect spellings by looking for the homophones and write the correct spelling next to the sentence. The correct answers are:

- A. Incorrect – steal; correct – steel
- B. Incorrect – serial; correct – cereal
- C. Incorrect – whether; correct – weather
- D. Incorrect – allowed; correct – aloud

English – Using Modal Verbs (page 8)

A **modal verb** is a word that suggest the likelihood of something happening or ability to do something. For example: should, could, might, must

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

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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.**

Thursday

English – Writing a Letter (page 10)

For this activity, your child has been asked to write a letter saying thank you to a healthcare hero. A letter structure has been provided for them to help your child layout their letter correctly. These are in colour coordination with the features checklist that they have been provided with to help them complete the task. These features include:

Address – In a letter, your address is written in the top right corner.

Date – The date the letter has been written goes under your address.

Greeting – This is who you are writing to, for example: 'To..' or 'Dear...'

Polite language – The letter needs to be written with polite language that is not too chatty, to make the letter more formal, as you may not know who you are writing to.

Opening sentence – This is the first sentence of the letter which introduces who you are (if they do not know you) and why you are writing the letter.

Paragraphs – A paragraph is a group of sentences around a theme. In a letter, for each new point or topic, a new paragraph is needed.

Closing sentence – The last sentence of the letter which sums up the content of the letter.

Closure – This is how you sign off a letter, for example: 'From...' or 'Yours sincerely...'