To investigate the meaning of unfamiliar words and to infer meaning from different parts of the text.

Here is a list of words or phrases from the poem that are a little unfamiliar. I want you to find these words in the poem and by reading around the word, have an accurate guess as to what you think each word means.

You can find the full poem on the year 5 section on the FPJS website - [https://www.furzeplattjuniorschool.co.uk/year-5-1/](https://www.furzeplattjuniorschool.co.uk/year-5-1/)

Then look up the word in a dictionary and see if you got it right and fill in the table. When you look up the word in a dictionary and write it in the table, *do not just copy it out but put it in your own words.*

<table>
<thead>
<tr>
<th>Words from the poem:</th>
<th>What you think it means:</th>
<th>What it actually means:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Galleon (1st verse)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rapier (2nd verse)</td>
<td></td>
<td></td>
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<tr>
<td>Ostler (4th verse)</td>
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<tr>
<td>His face was white and peaked (4th verse)</td>
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<tr>
<td>Dumb as a dog (4th verse)</td>
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<tr>
<td>His face burnt like a brand (6th verse)</td>
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<tr>
<td>Casement (8th verse)</td>
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<tr>
<td>Musket (9th verse)</td>
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<tr>
<td>He spurred like a madman (15th verse)</td>
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</tbody>
</table>
Uplevelling Sentences
Stalking Its Prey

1. Begin your sentence with a fronted adverbial.
2. Use modifying nouns and adjectives to create expanded noun phrases.
3. Add a relative clause beginning with who, which, that or whose.
4. Add a subordinating conjunction to give extra detail about the situation.

Use these steps to improve the sentences below:

1. The leopard stalked its prey.

2. It had trekked through the jungle for hours.

3. The water from the river cooled its paws.
In jotters....

What is on top of the cliff?

How do you think the tree trolls are feeling?

Sum up in a sentence what the tree trolls are thinking.

Do you think the trolls mean harm or are they innocent? Why do you think this?

Write a conversation between the tree trolls (maybe as a playscript?)
Each sentence below has one word that is incorrect. Write the correct spelling of the word in the box.

1. Which comitee are you on?

2. Next year, my Mum will be fourty five.

3. Prenunshiashion is very important when speaking publicly.

4. Her kind words were thoughtful and sinsear.

5. It is important to be able to comunicate well with people.

6. Litter is ruining our enviroment.

7. “Which dish would you recomend?”

8. There is a lezure centre over there.

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

1. “I hope I win the\[compatishton\]” squealed Sophie.

2. You need a lot of\[quipman\]to go mountain climbing.

3. The foxes in the garden are being a real\[nusanse]\n
4. He was a brave and strong\[soljur\]

5. What can I do to\[perswade\]you?

6. The hospital does not have\[suffichent\]supplies.

7. Teaching is an important\[profeshun\]

8. I have a bad pain in my\[stumob\]
Friday

Friday writing task:

https://www.literacyshed.com/lloydshorse.html

You are going to be writing from the point of view as the horse from either one scene or more than one scene in the video – what does it see, smell, hear, taste, feel?

Remember to use show not tell and try to not reveal it is a horse to the reader until the very end.