

Skills

I recognise my audience and the reason I am writing then choose the appropriate way to write.

I make improvements when redrafting thinking about Y5 SPaG and vocab to improve the effect.

I can proof-read and edit my writing, thinking about Y5 SPaG expectations.

What spellings and spelling patterns could you add?

I can spell some of Y5/6 hot-words & use them in my writing.

Use the hot-words list in your book!

I can use spelling rules taught in Year 5.

I can use the first 3/ 4 letters in a word to check spellings and meanings in a dictionary or thesaurus.

My handwriting is confident, clear and joined.



Working Towards

- (i) Spell the Y3/4 hot-words
- (ii) Identify main and subordinate clauses
- (iii) Use fronted adverbials, with commas
- (iv) Use apostrophes for contraction, e.g. don't, can't, I'll
- (v) Use apostrophes for possession, e.g. Mrs Stanley's, the cat's collar
- (vi) Use plural possessive apostrophes, e.g. the girls' shoes, the boys' game
- (vii) Use accurate speech punctuation*, e.g. "Come over here," she cried.
- (viii) Organise paragraphs

* turn over for help!

NON-NEGOTIABLE

apostrophes



Apostrophes are used to show **possession** or where letters have been **missed out**.

You're wearing Robert's shoes.

Term 1

I can use precise vocabulary.

e.g. avoid using the word *very*, *went*, *said*

hideous (very ugly)
famished (very hungry)

red: poppy, scarlet, vermilion, ruby
sad: melancholy, upset, down, sorrowful

PV

I can use main & subordinate clauses and move their position in sentences.

Although he was terrified, Alex crept through the forest.

Alex crept through the forest, although he was terrified.

I use commas accurately to show complex sentences [to separate **main** and **subordinate** clauses].

As she stared into the darkness, Leigh knew she was in trouble.

Leigh knew she was in trouble, as she stared in the darkness.

Crying bitterly, James ran down the stairs.

commas



Commas are used to separate **3 or more items** in a list.
"I made sure that I had my books, pencils and lunch for school."

Commas can also be used to **separate clauses** within a complex sentence.
"Today, which is bright and clear, is going to be a good day."

Term 2

I can use different features to organise fiction & non-fiction writing.

paragraphs; subheadings; balance D.A.D (description, action, dialogue); balancing fact and opinion; bullet points, tables, charts, diagrams

I can use relative clauses.

who, which, where, when, that, whose

It's a fine day out **that** everyone will enjoy.

Morgan, **whose** heart was now beating furiously, ran for his life.

He lives in Bristol, **which** is near Bath.

RC

I show I know the difference between speech and writing which needs to be more formal.

Who is your audience?

How can you sound like you have some authority or knowledge about the subject?
Can you use modal verbs to sound like you are persuading?

I can use adverbs for possibility.

perhaps, surely, possibly, certainly, maybe, probably, definitely, undoubtedly, quite likely, obviously

AVP

I can use modal verbs.

will (will not/ won't), can (cannot/ can't)
would (would not/ wouldn't)
may (may not), might (might not/ mightn't)
shall (shall not/ shan't)
should (should not/ shouldn't)
must (must not/ mustn't)
ought (ought not/ oughtn't)

MV

exclamation mark



Exclamation marks are used to show a **command** or a **strong statement**.

I feel great today!

NON-NEGOTIABLE

capital letters



Capital letters are used when a **new sentence** has started and when a **proper noun** is used.

The weather in England is quite mild and grey.

full stop



Full stops are used to show the **end** of a sentence.

I go to school every day.

question marks



A question mark is used to show that a **question** has been asked.

Have you eaten a good breakfast today?



Name

Term 3

I can develop settings in detail.

make links between the place, weather, time, characters' reactions

I can develop characters in detail.

description, actions, thoughts, motives, back story, others' reactions to them, how they speak

I can use expanded noun phrases to add detail [using commas].

e.g. adjective, adjective, adjective, noun

Jim wore a wide-brimmed, old, straw, hat.

The girl, wearing the brown hat with a wide, patterned brim, fell down.

I use brackets, dashes or commas to show parenthesis.

Frankie knew (he wasn't sure how but he did) that he was in big trouble.

Matt knew - without a shadow of a doubt - that he was in trouble.

inverted commas



Inverted commas are used to show that someone is **speaking**.

"Good morning!" my friend shouted to me.

I can use reported punctuation **inside** speech.

"Who are you?" asked Harry inquisitively.

The man shouted, "Get out of the way!"

Term 4

I can use a range of cohesive devices (glue it together) **within** paragraphs.

repetition for effect, use the same tense, pronoun chains, use conjunctions such as FANBOYS* (coordinating) & AWhiteBUS* (subordinating)

* look below for examples

I can use the correct tense throughout my writing.

progressive (-ing), perfect (has been/ is being), past & present

I can use embedded clauses [with commas].

Alex knew, **as** he stared into the darkness, that he was in serious trouble.

Dani, **who** was the youngest child, decided it was time to stand up to them.

Henry, **whose** second wife was beheaded, continued to marry four more times.

DS

I can use reported or indirect speech.

Harry inquisitively asked who the person was.

The man shouted that the child should get out of the way.

RS

NON-NEGOTIABLE

I
S
P
A
C
E

-ing
Smiling sweetly, she turned and walked away.
Grabbing her bag, the woman stormed out.

simile
Like chocolates in a box, she vanished quickly.
Like a predator stalking its prey, the robber approached the man.

preposition
Under the dark clouds, the lamppost gleamed.
On top of the hill, the wolf stood and watched.

adverb
Hurriedly, he snatched the ticket and ran.
Cautiously, the girl reached out to touch the creature.

conjunction
When he found the bone, the dog settled.
Despite the weather, we walked the dog.

-ed
Petrified and unsure, the dog stood rooted to the spot unable to bark.
Pleased with what he had done, he stood back and admired his work.

Use fronted adverbials with a comma and for effect!

Greater Depth

(a) Use dashes for after thoughts

Tom knew it was all over this time - without a doubt.
The film was informative - I learnt a great deal!

(b) Use range of cohesive devices **between** paragraphs

time connectives - fronted adverbials - repetition for effect - same tense

(c) Begin to use semi-colons (;) to separate main clauses closely related to each other & colons (:) before list or to explain first clause

The girl had never been so terrified; she backed away but there was no where to hide.
The town library was closed: it was Sunday.
I need the following items: milk, tea, apples and rice.

(d) Use a range of sentence structures and clauses for effects

(e) Experiment with formality in different types of writing

(f) Experiment using the passive voice

The mouse was being chased [by the cat].
The homework was finished [by Dani].
She was attacked by the penguins.

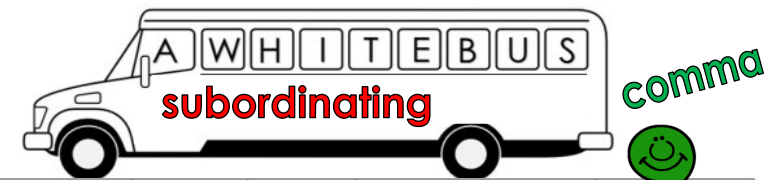
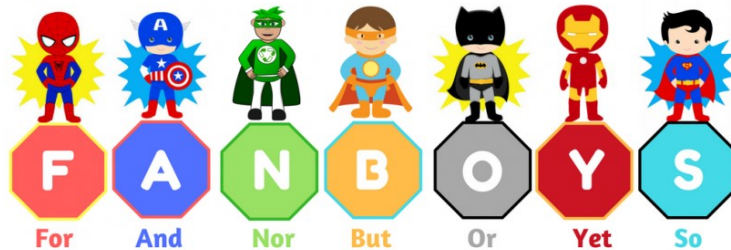
(g) Show good examples of the language and grammar taught in Year 5

(h) Always use editing & revising to improve the quality of your writing

(i) Always use the spelling expectations in all your writing

conjunctions

coordinating



A	WH	I	T	E	B	U	S
although as after	wherever whenever when whereas whether which	if in case in order that	though till that	even though even if	because before	until unless	since