

English Writing Year 5 Autumn 1

NC Word List – Years 5 and 6		Developing Vocabulary	
accompany	language	adrift	valet
communicate	appreciate	wharf	charts
opportunity	sufficient	dock/dockside	expedition
achieve	curiosity	masts	glacier
environment	muscle	clipper	hardship
competition	recommend	navigate/navigation	frostbite
equipment	temperature	navy	polar ice cap
individual	determined	cabin boy	Inuit
physical	government	carpentry	igloo
prejudice	thorough	rigging	ridges
		harbour	crevasses
		ashore	caribou
		horizon	base camp
		plains	compass

Outcome: Recount – Diary

Writing outcome:

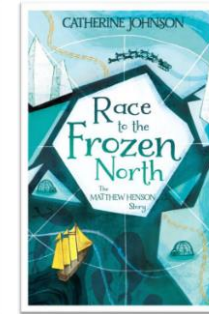
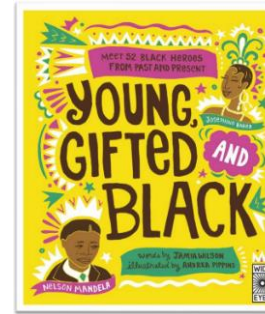
To write a series of diary entries about significant events in Matthew Henson's life.

Greater depth writing outcome:

To write a series of diaries about significant events in Matthew Henson's life including his viewpoint on other characters e.g. *Janey*, *Captain Childs* or *Commander Peary*.

Diary Entries:

- Engage the reader through use of description, feelings and opinions
- Use adverbs and fronted adverbials (with doubt in my mind, anxiously, afterwards)
- Use rhetorical questions to engage the reader
- Use consistent first person
- Write in consistent tense including progressive and perfect forms
- Include the 5Ws – who, what, where, when, why and how



Sunday 3rd September 1922

Today was a day I'll never forget for as long as I live. Today was the day when I finally got to show off my aerobatic skills for an American air show but not any old air show. It was an event to honour the World War veterans of the 369th Infantry Regiment at Curtiss Field on Long Island near New York City. I felt so proud to be able to be part of it - all my hard work has paid off!

Sitting on the runway, the butterflies in my stomach began to take flight and I took some deep, calming breaths to settle them. I know the nerves are natural and always prompt me to repeat my pre-flight safety checks. When the permission for take-off came over the radio, that's when the adrenaline kicked in and surged through my veins. I reached out to flick the engine switch and gave the mechanic the thumbs up. He heaved the plane's propeller and the mechanical beast roared into life.

Up in the skies, I steady the plane as we prepare for the first manoeuvre. A double loop-the-loop followed by a death dive. Although this is a stunt I've performed hundreds of times before, the occasion was overwhelming, and I began to feel my hands trembling. Thoughts raced through my head. Was I good enough to be doing this? What if I failed in front of all these people? Pushing these negative voices away, I knew I had to focus. Well, I had to prove to everyone that had ever doubted a woman could fly a plane that they were wrong. Women could do this, and a black woman would be the best pilot they had ever seen.

Pulling back on the steering wheel, the nose of the plane began to rise into the first loop. The horizon disappeared from my vision and the pressure of the g-forces began to build. It felt like my chest was being crushed as the plane rose higher and higher. Once you are fully upside down, that's when the real fun begins. As the plane raced over the peak of the loop, that's when the ground below came rushing back into focus. My stomach lurched as the pressure was released. This is the feeling I live for, and I couldn't wipe the grin from my face. I wish everyone could experience the pure joy of free-falling flight. However, this was only the first loop, so I readied myself for the second ascent.

The rest of the show went off without a hitch. Afterwards, there were queues of people wanting my autograph. Why were they so desperate to see me? As other women told me of their dreams to follow in my footsteps and take to the skies, my heart swelled with pride. At least, someday soon, I hope that I will be able to open my own flying school for women on American soil and allow these women to experience the thrill of flying solo.

Bessie

Grammar and Punctuation Knowledge

Identify the audience for and purpose of writing

Year 5 and 6 pupils should be taught to plan their writing by identifying the audience for and purpose of their writing

Organise paragraphs around a theme with a focus on more complex narrative structures

Narratives tell stories, and stories help us connect with each other. They are written to entertain and to share experiences with a reader. Narratives can be written in many mediums, such as novels, short stories, poems, diaries, and even biographies.

Use commas to clarify meaning or avoid ambiguity in writing

Using a comma in a sentence can make the meaning more clear, and in some cases it can change the meaning of the sentence all together. That's why it's important to consider whether you need a comma in a sentence and where to place the comma.

'Let's eat Grandma.' vs 'Let's eat, Grandma'

Fronted Adverbial

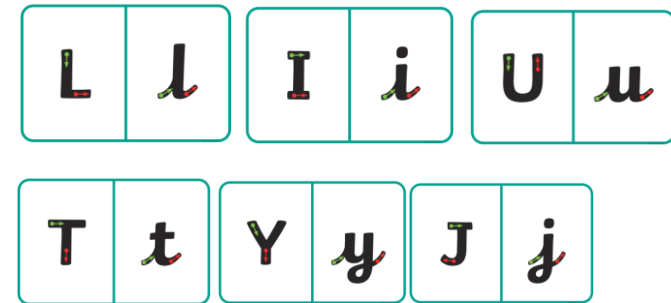
A fronted adverbial is a word or phrase which is used to give more information about the action in the main clause. They're placed at the beginning of the sentence. You must use commas after fronted adverbials. *'Later that day, I heard the bad news.'*

Fronted Adverbials are words, phrases or clauses at the beginning of a sentence which are used to describe the action that follows.

Time	Frequency	Place	Manner	Possibility
Afterwards,	Often,	Above the clouds,	Sadly,	Almost unbelievably,
Already,	Again,	Below the sea,	Slowly,	Much admired,
Always,	Daily,	Here,	Happily,	Nearly asleep,
Immediately,	Weekly,	Outside,	Awkwardly,	Quite understandably,
Last month,	Fortnightly,	Over there,	Bravely,	Really happily,
Now,	Yearly,	There,	Like a ... ,	Perhaps,
Soon,	Sometimes,	Under the ground,	As quick as a flash,	Maybe,
Yesterday,	Rarely,	Upstairs,	As fast as he could,	Just arrived,
Today,	Every second,	In the distance,	Without a sound,	Certainly amused,
Tomorrow,	Twice a year,	Between the sea and the sky,	Without warning,	Obviously angry,
Next year,	Once a minute,	Everywhere she looked,	Unexpectedly,	Definitely confused,
In January,	Once,	Around the tent,	Unfortunately,	Completely exhausted,
On Tuesday,	Once or twice,	Back at the house,	Suddenly,	Barely alive,
In the morning,	Three times,	Nearby,	Mysteriously,	Out of breath,
After a while,	Constantly,	Down by the cliffs,	Frantically,	Decidedly unimpressed,
As soon as she could,	Regularly,	Behind the shed,	Anxiously,	Perfectly confident,
Before long,	Frequently,	In the wooden box,	Courageously,	Positively trembling with excitement,
All of a sudden,	Infrequently,	Over my bed,	Silently,	Purely practically,
In the blink of an eye,	Occasionally,	Somewhere near here,	Curiously,	Somewhat flustered,
Just then,	Rarely,	Far away,	Nervously,	Utterly joyous,
Eventually,	Never in my life,	Wherever they went,	Rapidly,	

Letter Formation

The ladder family li ll Uu Tt Yy and Jj



Non Negotiables in Year 5 Writing Autumn 1

- Capital letters for **the start of every** sentence and **proper nouns**
- The correct punctuation mark at **the end of every sentence** . ? !
- Commas to separate items in a list
- Accurate use of **apostrophes for contracted forms**
- Accurate use of **apostrophes for possession** with singular nouns
- **Commas** after fronted adverbials
- Use of **inverted commas**
- **Year 1/2/3/4 HFW** spelt correctly
- **Letters** formed correctly
- Handwriting **must be joined**