

# English Writing Year 5 Spring 1



Vocabulary to explore within this unit:

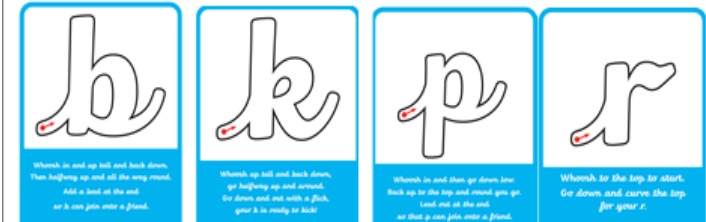
NC Word List – Years 5 and 6		Developing Vocabulary	
accompany	hindrance	quest	foiled
amateur	immediate(ly)	observe	reckless
bargain	interrupt	phenomena	imprison
desperate	lightning	yearned	trek
develop	marvellous	reluctantly	triumphant
disastrous	nuisance	exasperated	daring
excellent	recognise	ventured	stalk
existence	relevant	agility	muster
guarantee	variety	garments	recoil
		invincible	awe
		immortal(ity)	



## Letter Formation

The one-armed robot family k, b, p, r

Revise spelling patterns from the one armed robot family n m h



## Outcome: Fiction – Adventure

### Writing outcome:

To write a myth set in Ancient China, creating characters (heroes, villains and monsters) and settings.

### Greater depth writing outcome:

To write the myth from a character's viewpoint.

Fiction adventure writing includes:

- Vary story openings: start with dialogue, action or description
- Use paragraphs to vary pace and emphasis
- Use dialogue to move action forward
- Develop and keep characters consistent through description
- Develop settings through description and link this with the characters or plot

## Non Negotiables in Year 5 Writing Spring 1

- Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession)
- Organise paragraphs around a theme with a focus on more complex narrative structures
- Describe settings, characters and atmosphere
- Use of inverted commas and other punctuation to punctuate direct speech (Y4)
- Year 1/2/3/4 HFW spelt correctly
- Letters formed correctly
- Handwriting must be joined

## **Grammar and Punctuation Knowledge**

### **Use dialogue to move action forward**

Speech gives life to stories. It breaks up long pages of action and description, it gives us an insight into a character, and it moves the action along

1. What they say
2. How they say it – verbs instead of said eg bellowed, whispered, sang, sneered
3. How they say it – adverbs – angrily, timidly, defiantly, laughingly
4. Voice description - adjectives eg cold, bitter, warm, gentle, musical, rough, hostile
5. Actions as they talk – pushed, wagged a finger, wept, thumped the table, picked up a child, washed the dishes, raised a sword

### **Use of inverted commas and other punctuation to punctuate direct speech**

#### **What is direct speech?**

Direct speech is when the exact words that someone says are written.

*"We are going on an adventure," said Travis.*

*How do we punctuate direct speech?*

Inverted commas, or speech marks, are used when writing direct speech. The inverted commas go around what is said within a sentence. Other speech punctuation is also needed. Punctuation is needed at the end of the direct speech before the inverted comma, and a comma is used after the reporting clause if this comes before the direct speech.

*"We are going on an adventure," said Travis.*

*Travis said, "We are going on an adventure."*

## **Grammar and Punctuation Knowledge**

### **What is the reporting clause?**

The reporting clause is the short clause that can come before or after the direct speech that states who was talking. It can also show how the speech was said.

*"We are going on an adventure," announced Travis.*

### **Vary story openings: start with dialogue, action or description**

A good opening tantalises the reader with an idea of who, where, when or what is happening (or is going to happen)

#### **Stories can open with a character description.**

*'Mr Stink stank. He also stunk.'* from Mr Stink by David Walliams

#### **Stories can open with a description of a setting**

*'There was once a gaggle of mountains, tall and proud, each with a hat of snow.'* from Stone Goblins, by David Melling

#### **Stories can open with a description of both a character and a setting.**

*'A thousand miles ago, in a country east of the jungle and south of the mountains, there lived a Firework-Maker called Lalchand.....'* From The Firework-Maker's Daughter by Phillip Pullman

#### **Stories can open with dialogue**

*'Mollily!' Maria shouted to her sister. 'Would you please shut that window....'* from *School for Stars: Second Term at L'Etoile* by Holly and Kelly Willoughby

## **Grammar and Punctuation Knowledge**

### **Stories can open with action**

*'Jesse was always finding bones in the great bog-oak field where they dug the peat for the winter fires.'* from *The Ghost of Grania O'Malley* by Michael Morpurgo

### **Stories can open with a question.**

Good openers sometimes leave the reader with an unanswered question, which can only be answered by reading on.

*'Ever had the feeling your life's been flushed down the toilet?'* From *The Toilet of Doom* by Michael Lawrence

### **Stories can open with a statement.**

*'In fairy tales, witches always wear silly black hats and black cloaks, and they ride on broomsticks.'* from *The Witches*, by Roald Dahl

### **Stories can open with a fronted adverbial.**

*Ages ago, Alex, Allen and Alva arrived at Antibes...* From *Alphabetical Africa* by Walter Abish

### **Use paragraphs to vary pace and emphasis**

### **What is a paragraph?**

Paragraphs are groups of related sentences that belong together. Paragraphs are clearly separated from one another on a page by missing a line or indenting the first line of each paragraph. The sentences within each paragraph are usually about the same thing and the first sentence often tells the reader what the paragraph is about.

### **Why are paragraphs used?**

Paragraphs help to make writing clear for the reader by organising it into distinct sections.

## **Grammar and Punctuation Knowledge**

In narrative writing, paragraphs can be used to show a change in action, what is being described or breaks in time.

In non-fiction writing, paragraphs can be used to organise sections around a theme. Subheadings can also be used to help organise paragraphs.

### **Develop settings through description and link this with the characters or plot**

### **Develop and keep characters consistent through description**

### **Setting**

Engage all your senses when writing the setting. The temptation is often just to describe what can be seen, yet sounds and smells can often connect more powerfully with people than what merely meets their eyes

### **Character**

When it comes to teaching children how to create their very own characters, here are a few different things you could encourage them to consider including in their character descriptions. Describe their character's appearance. Describe their background/past. Describe how they speak.

### **How do you change the atmosphere in writing?**

Vary your word, sentence and paragraph length  
Vary the length of words, sentences and paragraphs to increase the pace and tension – this is a great way of building suspense in writing in KS2. Use short words, for example, 'at once', rather than, 'immediately'.