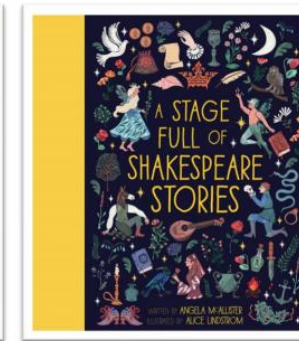
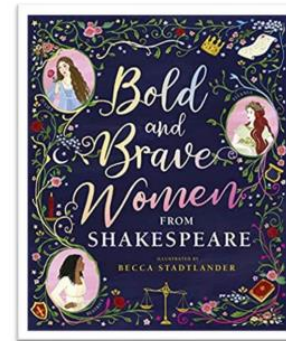


English Writing Year 5 Summer 2



NC Word List – Years 5 and 6		Developing Vocabulary	
according	identity	earnest(ly)	prophecy
ancient	interfere	bitter(ly)	ambition
bargain	mischievous	disloyal	treachery
conscious	necessary	banished	protested
correspond	persuade	summoned	vowed
desperate	sacrifice	declaration	wretched
determined	signature	gnarled	mockery
explanation	sincerely	ragged	enchantment
frequently	twelfth	traitor	devotion

Outcome: Recount – Monologue

Writing outcome:

To write and perform a soliloquy in role as one of Shakespeare's bold and brave characters.

Greater depth writing outcome:

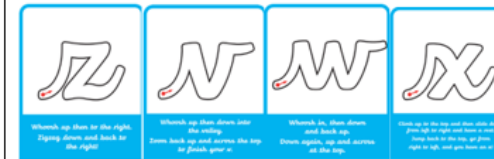
To write in role as one of Shakespeare's bold and brave characters and choose the form of the text (diary, letter, speech, monologue, soliloquy).

Recount writing for a Recount Monologue includes:

- Engage reader through use of detail, description, feelings and opinions
- Use adverbs and fronted adverbials e.g. with doubt in my mind, anxiously, afterwards
- Use rhetorical questions to engage reader
- Select the appropriate tense

Letter Formation

The zigzag monster family



When writing Z, start at the top right, zigzag down and back to the right.
When writing N, start at the top right, zigzag down and across the top, then back down.
When writing W, start at the top right, zigzag down and back up, then down and across the top.
When writing X, start at the top right, zigzag down and across the top, then zigzag down and across the bottom.

Non Negotiables in Year 5 Writing Summer 2

- 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)
- Use a variety of verb forms consistently and correctly (including progressive and present perfect)
- Organise paragraphs around a theme
- Use a range of sentences with more than one clause (when, if, because, although)
- Use fronted adverbials

Grammar and Punctuation Knowledge

Use a wider range of devices to build cohesion across paragraphs

What is cohesion?

Cohesion refers to how a writer links different parts of a text together. It helps the reader understand main points and how they are linked and helps the writing flow. A range of cohesive devices can be used to create writing that is cohesive.

What are cohesive devices?

Cohesive devices are the structures, words or phrases that are used to connect ideas across a text.

Paragraphs

Paragraphs create cohesion by grouping sentences that are linked. This makes the writing easier to read and helps it to flow.

Pronouns

Pronouns are used to link back to nouns or noun phrases that have already been mentioned. They also help to avoid repetition when writing.

There are many people who have tried camping and hated **it!**

Adverbials

These can be used to link paragraphs, showing contrasting views, where or when events take place or sequencing ideas and events. Fronted adverbials are often used.

On camping holidays, children have freedom to explore the landscape.
In contrast, some people do not enjoy having nature quite so close.

Colons and semi-colons

These punctuation marks are used to show when two sentences are closely linked.

Grammar and Punctuation Knowledge

The inside of the tent can become very dirty: especially in wet weather...

There are only so many board games you can play as a family while under canvas as the rain hammers down; this is the time when social media is most missed.

Conjunctions

Conjunctions can create cohesion by linking related sentences to create compound sentences. Subordinate conjunctions can be used to link ideas by showing cause and effect.

The kit is expensive to purchase initially but is also often uncomfortable.

Despite many sites having excellent shower blocks, many first-time campers hate having to use shared facilities.

Prepositions

A preposition shows the link between a noun or noun phrase and another part of the sentence, creating cohesion.

Synonyms

Words with the same or similar meaning can be used to refer to the same thing, creating cohesion and also avoiding repetition.

equipment/kit
nature/landscape/outdoors

Related words and repetition

Words within the same word family can help to create cohesion when writing. Repeating words and phrases can also create cohesion, reminding the reader of key events or information.

camp, campers, campsite

Grammar and Punctuation Knowledge

Determiners

Determiners indicate which noun is being referred to, linking to an earlier sentence.

... they are bringing their own accommodation.

Grammar and Punctuation Knowledge

Use adverbs to indicate degrees of possibility

What is an adverb?

An adverb is a word or phrase that modifies an adjective, verb another adverb or entire sentence. Adverbs can be used to show manner (how something happens). Degree (to what extent), place (where), and time (when).

Degrees of possibility

Adverb also show degrees of possibility. They are used to indicate how sure or likely an event or situation will be.

Examples include certainly, definitely, maybe, surely, clearly, obviously, perhaps, probably, undoubtedly, never and always.

For example: The sky went very dark so *obviously* it was going to rain.

Using Adverbs and Modal Verbs to Indicate Degrees of Possibility

You can use adverbs and modal verbs to describe how likely things are to happen or to what degree of certainty something is known.

Modal verbs usually come before another verb to show the possibility or certainty of the action happening.

Adverbs

It is certainly going to rain later.
Tom is definitely a better singer than Alex.
Maybe you should take a shower.
Surely, you don't mean that.
I am possibly attending the party later.
My sister is clearly very lazy.
Obviously, our class is the best.
Perhaps we should visit the museum.
It would probably be a good idea to tidy up.
Florida is undoubtedly sunnier than London.
Jamil could hardly believe he had won the competition.
It is quite likely that I will eat pizza for dinner.

Modal Verbs

Positive
I will try to do my best in class.
It would be a catastrophe.
Kay can win the race.
We could buy sandwiches for lunch.
Ibrahim may play the king in the play.
Those ducks might swim across the river.
The class shall have a treat this afternoon.
Snacks should be eaten at break time.
You must open the door.
Katja ought to get up early.

Modal Verbs

Negative
I will not (won't) try to do my best in class.
It would not (wouldn't) be a catastrophe.
Kay cannot (can't) win the race.
We could not (couldn't) buy sandwiches for lunch.
Ibrahim may not play the king in the show.
Those ducks might not (mightn't) swim across the river.
The class shall not (shan't) have a treat this afternoon.
Snacks should not (shouldn't) be eaten at break time.
You must not (mustn't) open the door.
Katja ought not (oughtn't) get up early.

Grammar and Punctuation Knowledge

Use relative clauses beginning with who, which, where, when, whose, that or an omitted pronoun

What is a relative clause?

Relative clauses are a type of subordinate clause that adds information about a noun.

They can be used to specify which person or thing.

The girl **who lives next door** has a new cat.

The relative clause tells us which girl has the cat. This is called a defining relative clause and commas are not needed around it.

They can also add information about the person or thing.

The song, **which he wrote last year**, is now a worldwide hit!

We now know when the song was written. This is called a non-defining relative clause. It does not specify which person or thing is being written or talked about but gives more information. Commas are needed to punctuate these relative clauses.

What is a relative pronoun?

Relative clauses begin with a type of pronoun (a word that can be used to replace a noun in a sentence) called a relative pronoun. These are who, which, where, when, whose, whom or that.

*Paul has a brother **who** works at the bank.*

*Hassim travelled for a meeting, **which** was in London, by train.*

*Can we go to the park **where** the tall slide is?*

*Marge has a daughter **whose** school is closed today.*

*The man **whom** Steve met on the train was an old friend.*

*The shoes **that** I bought today are very comfortable.*

Grammar and Punctuation Knowledge

When can relative pronouns be omitted?

The word 'omitted' means to be removed. We can omit relative pronouns in some relative clauses if the noun is the object of the verb.

The man **whom** Steve met on the train was an old friend.

The man Steve met on the train was an old friend.

'Whom' can be omitted because 'The man' is the object of the verb 'met' (Steve met the man).

The shoes **that** I bought today are very comfortable.

The shoes I bought today are very comfortable.

'That' can be omitted because 'The shoes' are the object of the verb 'bought' (I bought the shoes).

Link ideas across paragraphs using adverbials and tense choices

What is an adverbial?

Adverbials are used like adverbs. They are words or phrases that add more information to a verb, and explain how, when or where something happened.

Examples of adverbials

Later, we ate our lunch with our friends.

Just then, we heard a noise.

I like to walk through the forest **occasionally**.