

## Year 5 Writing Task

As our Summer 2 half-termly topic is *What makes a successful Olympics?*, we would like you to imagine you are at the Olympics and write a character description of an imaginary Olympic or Paralympic athlete performing in their sport.

This is your writing task for Wednesday, Thursday and Friday.

### Planning

Plan your character description before writing using the planning grid in the attached document. Don't worry about long, complex sentences, just make bullet point notes. Think about your athlete's appearance but also describe their actions. Make up a name for your athlete and draw a picture in the space provided.

If you are stuck for ideas, take a look at the suggested websites and attached resources on the Olympics grid we sent out during the May half term holidays. We have also included some pictures of famous athletes below and the following website is useful too.

<https://www.olympic.org/athletes>

### Writing

-Write in the first person, pretending that YOU are in the Olympic stadium watching your athlete perform in their sport.

-Describe your athlete's appearance, how they make their entrance and warm up for their event, then describe them competing. Do they win or lose in the end? It's up to you!

-Remember to describe not only their appearance but also their actions (e.g. what they do/how they act.) This is important so that we don't just get a list of e.g. their hair colour, eye colour, how tall they are, what they're wearing etc.

-Throughout, keep describing your thoughts and feelings about seeing the athlete and for added effect, describe the crowd around you.

-Include exciting vocabulary to really make your writing come alive - especially adjectives and verbs for description (e.g. *powerful, determined, exhausted, leapt, launched, pumped the air.*) Use a thesaurus (online or book) to help.

### Target Sentence Types

-This week, we would like to see if you can include a descriptive sentence and an -ing sentence from the Y5/6 sentence mat (we have resent this as an attachment.)

And, as always

- Use a variety of sentence types (take a look at the Y5/6 sentence mat for ideas.)
- Include Year 5 SPaG features (e.g. relative clauses, punctuation for parenthesis) Please see the attached sheet.
- Vary your punctuation by using ? and !
- Use different paragraphs to help organise your writing and guide the reader.
- Remember to self-edit your work e.g. check for spelling and punctuation errors, missing words. Have you used the correct the tense? Could you use a thesaurus to find a synonym for words such as 'good', 'beautiful'? Have you included many Year 5 SPaG features? Have you included different sentence types from the sentence mats?



## Year 5 SPaG List

- Relative clauses using *which/that, who, where, when, whose*.

(e.g. *Before work, I bumped into the gentleman who lives across from me.*)

- Embedded relative clauses with ( ) - - , ,

(e.g. *The rainforests, where a diverse range of creatures live, are hot and steamy places.*)

- Punctuation for parenthesis ( ) - - , ,

(e.g. *Susan - my best friend - is an excellent swimmer.*)

- Modal verbs (e.g. *can, could, would, should, might, may, can't, couldn't, wouldn't, shouldn't*)

- Adverbs to show possibility (e.g. *maybe, certainly, possibly, surely*)

- Expanded noun phrases

(e.g. *As we entered the forest, I spotted a sleek, stealthy tiger with jet black stripes.*)

- Commas to clarify meaning

(e.g. *It was such an incredible night, an absolutely magical experience.*)

- Adverbials to link ideas between sentences (e.g. *however, what's more, on the other hand, besides, in conclusion, firstly*)

(e.g. *Many people love sunbathing on a hot day. On the other hand, there are some people who really dislike this activity.*)

- Adverbials to link ideas between paragraphs