

## Year 5 Writing Task

This week we would like you to design your own rainforest animal and then create a fact file of what is special about your animal. Think about its features and what it is known for etc. You may need to refresh your memory as your animal must be able to survive in all 4 layers of the rainforest. Think about the colour of your animal as some want to stand out and others want to stay hidden.

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

### Planning

Create your animal using the planning sheet provided; there are some pointers to get you started. Don't worry about long, complex sentences, just make bullet point notes. If you are stuck for ideas, look at the suggested websites and attached resources on the rainforests grid we sent out over the Easter holidays.

### Writing

-You can set out your fact file as you wish.

-Include what features they have, why you have chosen that colour, how and why it can survive in all four layers.

-Include exciting vocabulary to really make your writing come alive - especially adjectives for description (e.g. *fierce, vibrant, deadly, dangerous*)

### And, as always

-Use a variety of sentence types (take a look at the Y5 sentence mats for ideas)

-Include Year 5 SPaG features (e.g. relative clauses, punctuation for parenthesis)

-Vary your punctuation.

-Remember to self-edit your work e.g. check for spelling and punctuation errors, missing words. Have you used the correct tense? Could you use a thesaurus to find a synonym for words such as 'good', 'beautiful'? Have you included many Year 5 SPaG features?



## 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