

Year 5 Writing Task

To bring our Summer 2 Olympics topic to a close, we would like you to write a detailed non-chronological report to answer our topic question, *What makes a successful Olympics?*

A non-chronological report is a fact file (or information text) and you can put forward your reasons (in paragraphs of course) in any order.

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

Planning

It's a good idea to plan your report before writing by collecting as many facts as you can. Just use bullet point notes rather than full sentences. We have split the planning grid into boxes for paragraphs: try to make sure each paragraph has a theme (e.g. good weather makes a successful Olympics or world-famous athletes make a successful Olympics) rather than just writing a list of reasons.

Writing

-It's up to you how you present your non-chronological report. You could write/type it as a traditional piece of writing or present it in boxes with diagrams/picture or in poster format. Be imaginative!

-Include an introduction to let your reader know why you are writing and to perhaps give some background information about the Olympic Games. Don't go into too much detail at this point - it is just the introduction.

-Group your reasons by paragraph. State your reason and then develop it with examples and your own thinking.

-Use as many 'topic words' as possible. Topic words are words particular to a certain topic (e.g. Olympics topic words would be, for example: *ceremony, athlete, qualification* etc.)

-Write in the third person and present tense (e.g. *One of the things which makes a successful Olympics is...*) However, you can include your own opinions now and again. This helps to add a personal touch to your writing.

-Questions to the reader are super in reports to keep your reader engaged (rhetorical questions.)

-Like the balanced argument a few weeks ago, use adding connectives to add on new reasons and to link your ideas together so that your writing does not sound like a list (e.g. *What's more, In addition.*) Adverbials such as *for example* and *for instance* are also great for giving examples.

-Finally, write your conclusion. This is where you sum up the key points. Your introduction and conclusion should only be short paragraphs.

Target Sentence Types

-This week, we would like to see if you can include extra information sentences (parenthesis) and preposition sentences from the Y5/6 sentence mat.

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 !

-Include exciting vocabulary to really make your writing come alive. Use a thesaurus (online or book) to help.

-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?

Adding Connectives

-First/Firstly...

-What's more...

-Another thing is...

-Next...

-In addition...

-Additionally...

-Finally...

-To add to that...

-One other reason is...

- 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