

Year 5 Writing Task

Write a newspaper report about something exciting/surprising/shocking that happens linked to the rainforests.

For example, it could be about a new rainforest tribe/animal which is discovered for the first time, a team of explorers who go missing or perhaps a plane that crash lands in the rainforest. It's up to you but remember - it has to keep your reader interested!

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

Planning

Plan your newspaper report before writing using the planning grid in the attached document. Don't worry about long, complex sentences, just make bullet point notes. Remember: the introduction is only a short paragraph. The main body is where you will include most of your details.

If you are stuck for ideas, take a look at the suggested websites and attached resources on the rainforests grid we sent out over the Easter holidays.

Writing

-Write your newspaper onto the attached newspaper template. If you are using the computer, feel free to change the title, headline etc.

-Your introduction needs to explain the 4/5 Ws (e.g. what/who/where/when/why.)

-In your main body, give more details and descriptions. Include some witness quotes (remember to use " ") and some background information (e.g. what expeditions had the explorers been on before.)

-Your conclusion should only be a short paragraph to explain what *might* happen next.

-Use 'newspaper language' in your report to make it sound like a newspaper (e.g. *It is believed that...*, *Witnesses state that...*, *There have been sightings of...*) See the attached sheet for useful words and phrases.

-Use adverbials to link ideas between sentences (e.g. *Nobody knows exactly why the tribe has only just been discovered. However, it is suspected that it is because they are masters of disguise.*) **This is Monday's SPaG task.**

-The passive voice is great for making your newspaper report sound authentic (e.g. *This new species of squirrel was spotted high up in the rainforest canopy.*) **This is Wednesday's SPaG task.**

-Include exciting vocabulary to really make your writing come alive - especially adjectives for description (e.g. *steamy, dense, vibrant, deadly*.) Use a thesaurus (online or book) to help.

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) Please see the attached sheet.

-Vary your punctuation by using ? and !

-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?

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