

Year 5 Writing Task

As our Summer 2 half-termly topic is *What makes a successful Olympics?*, we would like you to write a balanced argument (sometimes known as a discussion text) for the question, *Should there be an Olympic Games for children?*

Remember, a balanced argument is where you explore some of the options FOR (e.g. why there should be an Olympic Games for children) and some of the options AGAINST (e.g. why there shouldn't be an Olympic Games for children)

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

Planning

Plan your balanced argument before writing using the planning grid in the attached document. Don't worry about long, complex sentences, just make bullet point notes. Ideas could for FOR could be, for example, it would be a fantastic opportunity for children from different countries to meet; ideas for AGAINST could be that it would be very costly given that there is already an adults-only Olympic Games. Once you have completed your notes, choose three points from each side to use in your balanced argument.

Writing

-Include an introduction to let your reader know why you are writing and to perhaps give some background information about the Olympic Games. Do NOT discuss any of the points in your introduction - leave these until the FOR and AGAINST paragraphs.

-Write your FOR paragraph first. Don't just write a list of notes: state your reason and develop your ideas with 'follow-up' sentences. Do the same for your AGAINST paragraph.

-Asking rhetorical questions to your reader is a good technique for a balanced argument e.g. *Don't you think children across the world should have a chance to compete at the highest level?*

-Throughout, use adding connectives to add on new reasons (e.g. *What's more, In addition*) and use 'generaliser' phrases to make it sound as if people agree with you (e.g. *Many people think that, Lots of people believe that...*) Use the attached lists to help. Try to also include adverbs of possibility (e.g. *'A good number of people believe that there should probably be an Olympics for children because...'*) This is one of your SPaG tasks for the week.

-Finally, write your conclusion. This is where you need to choose either FOR or AGAINST. Whichever one you choose, re-state some of 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 a conjunction sentence (perfect because you can use an adding connective at the start!) and a list sentence 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/Contrast/Concluding Connectives

- First/Firstly...
- Next...
- Finally...
- Whereas...
- Having looked at both arguments...
- What's more...
- In addition...
- In conclusion...
- In contrast...
- After considering both sides of the debate...
- Another thing is...
- Additionally...
- On the other hand
- To sum up...

'Generaliser' Phrase Examples

- Many people think that...
- Lots of people believe that...
- The majority of people argue that...
- Most people are of the opinion that...
- Some people believe...
- Only a few people think that...
- A few people say that...
- A small minority of people argue that...
- A small number of people are of the opinion that...

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