

Year 5 Writing Task

This week's writing task for Wednesday, Thursday and Friday is based on Activity 5 from the CLPE Power of Reading home learning booklet (*Create it*).

Re-read the extract from the book then think about the questions asked (you can write down the answers if you wish.) We would then like you to continue writing the story, following on from the extract.

Planning

It's up to you how you want to plan your story. We have included a blank story mountain planner if you want your story to follow the classic 3-part sequence of *Beginning, Middle, End* or the 5-part sequence of *Beginning, Build-Up, Problem, Resolution, Ending*. You have seen this before this year when you have written stories. Feel free, however, just to mind map ideas with pictures and words, or draw a storyboard or even just make bullet point notes for your different paragraphs.

Writing

-Whatever the structure of your story is, it must be **EXCITING!**

-Use a mixture of action, description, character thoughts and feelings, and dialogue (speech). Do not just write a list of characters talking - this is certain to turn your reader off!

-Remember, if you have two or more characters speaking, use a new line for a new speaker to make it clear who is talking (punctuating dialogue is one of your SPaG tasks for the week.)

-Connectives (sometimes known as adverbials) to join sentences are also very useful and ensure your writing flows well, instead of being separate ideas (e.g. *because, consequently, nevertheless, furthermore, as a result*) You will find the *Adverbials for Cohesion* mat useful for this. This is one of your SPaG tasks for the week.

-When it comes to the end of your story, you may choose to give it a definite ending or leave it as a bit of a 'cliffhanger' to keep your reader guessing. Whatever you do, do NOT write 'it was all a dream', 'then he/she work up', 'they all lived happily ever after'.

Target Sentence Types

-This week, we would like to see if you can include a short, sharp sentence (great for maximum effect after some longer, descriptive sentences!) and a simile sentence from the Y5 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?

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