

Year 5 Writing Task

This week's writing task for Wednesday, Thursday and Friday is to write a set of instructions to teach somebody how to take part in your favourite Olympic sport.

It's up to you which Olympic sport you choose or you might like to choose a sport which is not (yet) included in the Olympics (e.g. cricket.)

Planning

Feel free to simply mind map your ideas on a blank piece of paper or simply list your ideas. Here is a link to a useful website detailing Olympic sports.

<https://tokyo2020.org/en/sports/>

Writing

-Remember, the most important thing about a set of instructions is that they are clear and easy for your reader to follow.

-You will need to include a title (e.g. *How to compete in Volleyball.*)

-Write an introduction to give a bit of background information about your sport and to explain why you are writing.

-Make sure you include a list of equipment starting with the subheading What you need. As this is a list, remember to include commas between your items. This is one of your SPaG tasks for the week.

-Your instructions should then be in numbered steps starting with the subheading What you do. It's a good idea to leave a space between steps so it's clear for your reader.

-Use time connectives (e.g. *Firstly, Next, After that, A short while later*) in your steps and imperative ('bossy') verbs (e.g. *Firstly, select the most suitable javelin from your collection./Peddle as fast as you can towards the finish line using as much energy as possible.*)

-Use adverbs to explain how something is done (e.g. *Aim your bow directly at the target and steady your feet.*) This is one of your SPaG tasks for the week.

-At the Year 5 level, try to include a bit more detail in your steps than you would in e.g. Year 2/3/4. You can even use different sentence types and extend your sentences using e.g. conjunctions, relative clauses and subordinate clauses. Your steps should not just be simple sentences.

-When you're finished, you may like to include a *Handy Tips* or *Troubleshooting* section to offer some extra advice for your reader.

Target Sentence Types

-This week, we would like to see if you can include imperative sentences (perfect for instructions) and a 2A/4A 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.

-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