

Year 5

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p>Consolidate Year 4 list</p> <p>Introduce: Secure independent use of planning tools Story mountain /grids/flow diagrams (Refer to Story Types grids)</p> <p>Plan opening using: Description /action/dialogue</p> <p>Paragraphs: Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs.</p> <p>Use 5-part story structure Writing could start at any of the 5 points. This may include flashbacks Introduction —should include action / description -character or setting / dialogue Build-up —develop suspense techniques Problem / Dilemma —may be more than one problem to be resolved Resolution —clear links</p>	<p>Consolidate Year 4 list</p> <p>Introduce: Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: (See Connectives and Sentence Signposts doc.)</p> <p>Expanded —ed clauses as starters e.g. Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees.</p> <p>Elaboration of starters using adverbial phrases e.g. Beyond the dark gloom of the cave, Zach saw the wizard</p>	<p>Consolidate Year 4 list</p> <p>Introduce: Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Empty words e.g. someone somewhere was out to get him</p> <p>Developed use of technical language</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. — ate; —ise; —ify)</p> <p>Verb prefixes (e.g. dis—, de—, mis—, over— and re—)</p>	<p>Consolidate Year 4 list</p> <p>Introduce: Rhetorical question</p> <p>Dashes</p> <p>Brackets</p> <p>Colons</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p><u>Consolidate:</u></p> <p>Punctuation</p> <p>Letter/ Word Sentence Full stops/ Capitals Question mark Exclamation mark 'Speech marks' Direct speech Inverted commas Bullet points Apostrophe contractions/ possession Commas for sentence of 3 — description, action Colon - instructions</p> <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel</p> <p>Adjective / noun Verb / Adverb Bossy vbs - imperative Tense (past, present, future) Conjunction / Connective Preposition Determiner/ generaliser</p>

with dilemma Ending —character could reflect on events, any changes or lessons, look	move. Throughout the night, the wind howled like an injured creature.			Pronoun — relative/ possessive
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<p>Non-Fiction (Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p> <p>Introduce: Independent planning across all genres and application</p> <p>Secure use of range of layouts suitable to text.</p> <p>Structure: Introduction / Middle/ Ending</p> <p>Secure use of paragraphs: Use a variety of ways to open texts and draw reader in and make the purpose clear</p> <p>Link ideas within and across paragraphs using a full range of connectives and signposts Use rhetorical questions to draw reader in</p>	<p>Drop in —'ed' clause e.g. Poor Tim, exhausted by so much effort, ran home. The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or</p> <p>Moving sentence chunks (how, when, where) around for different effects e.g. The siren echoed loudly through the lonely streets at midnight</p> <p>Use of rhetorical questions</p> <p>Stage directions in speech (speech + verb + action) e.g. "Stop!" he shouted, picking up the stick and running after the thief.</p>			<p>Clause Subordinate/ relative clause Adverbial Fronted adverbial</p> <p>Alliteration Simile — 'as'/ 'like' Synonyms</p> <p><u>Introduce:</u></p> <ul style="list-style-type: none"> ○ Relative clause/ pronoun ○ Modal verb ○ Parenthesis ○ Bracket- dash ○ Determiner ○ Cohesion ○ Ambiguity ○ Metaphor ○ Personification ○ Onomatopoeia ○ Rhetorical question

Express own opinions clearly Consistently maintain viewpoint Summary clear at the end to appeal directly to the reader	Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)			
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<p>Consolidate Year 5 list</p> <p>Secure independent planning across story types using 5-part story structure. Include suspense, cliff hangers, flashbacks/forwards, time slips Start story at any point of the 5-part structure Maintain plot consistently working from plan</p> <p>Paragraphs -Secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation</p> <p>Non-fiction:</p> <p>Secure planning across nonfiction genres and application</p> <p>Use a variety of text layouts appropriate to purpose</p> <p>Use range of techniques to involve the reader —comments, questions, observations,</p>	<p>Consolidate Year 5 list</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: (See Connectives and Sentence Signposts doc.)</p> <p>Active and passive verbs to create effect e.g. Active: Tom accidentally dropped the glass. Passive: The glass was accidentally dropped by Tom.</p> <p>Developed use of rhetorical questions for persuasion</p> <p>Expanded noun phrases to convey complicated</p>	<p>Consolidate Year 5 list</p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)</p>	<p>Consolidate Year 5 list</p> <p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma</p> <p>How hyphens can be used to avoid ambiguity (e.g. man-eating shark versus man-eating shark, or recover versus re-cover)</p>	<p><u>Consolidate:</u></p> <p>Punctuation</p> <ul style="list-style-type: none"> ○ Letter/ Word ○ Sentence ○ Full stops/ Capitals ○ Question mark ○ Exclamation mark ● 'Speech marks' <ul style="list-style-type: none"> ○ Direct speech ○ Inverted commas ○ Bullet points ○ Apostrophe contractions/ possession ○ Commas for sentence of 3 <ul style="list-style-type: none"> — description, action ○ Colon — instructions ○ Parenthesis ○ Bracket- dash <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel</p> <p>Adjective / noun Verb / Adverb</p>

				Bossy verbs - imperative Tense (past, present, future) modal verb Conjunction / Connective
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