

YEAR 5

NB: Practise and consolidate Y3 and Y4 lists

NC terminology for children: modal verb, relative pronoun relative clause, parenthesis, bracket, dash cohesion, ambiguity

TEXT LEVEL: Connectives, cohesion and paragraphing	SENTENCE LEVEL: Sentence structure and punctuation	WORD LEVEL: Vocabulary and spelling	LANGUAGE EFFECTS
<p>Orally retell stories and non-fiction texts with lively expression. Innovate known stories, <u>adding and altering</u>, e.g. change the sequence by starting the retelling from a different place.</p> <p>Use shared and guided writing, e.g. non-linear chronology e.g. <i>flashbacks</i>. Consider carefully the adverbials needed to manage the time-shift: <i>meanwhile, if only, as, during etc.</i></p> <p>Genre switch: Recast known texts for different purposes, using or mixing text-types e.g. a story as a newspaper report</p> <p>Clearly signpost links between paragraphs to direct the reader. When boxing up a shared text, discuss and include relevant signposts, e.g. <i>Later</i></p> <p>Vary sentence openings – ‘ed-ing-ly’, <i>connectives, prepositions, similes.</i></p> <p>Use topic sentences to expand the focus of paragraphs: open a paragraph or section, signalling a shift of subject, which must be developed through the</p>	<p>Orally develop quality and complexity of clauses and phrases, e.g. elaboration of adverbial starters: <i>Beyond the gloomy silence of the dank cave, Zach saw the creature stir.</i></p> <p>Revisit sentence variation - questions, exclamations, imperatives, sentences of 3, ‘ed-ing-ly’ at the front, in the middle and at the end of a sentence, short/ long plus drop in phrases and clauses.</p> <p>Active and passive:</p> <ul style="list-style-type: none"> – Understand and use the active and passive. Find and record examples. – Convert sentences <i>Max broke the window...The window was broken (by Max)</i> – Investigate when and how to use the passive in more formal, depersonalised settings e.g. making announcements, providing information: <i>It has been decided that...</i>, to create general rather than particular impact: <i>It is widely agreed that...</i> etc. <p>Express possibility, speculation and</p>	<p>Investigate ways of converting verbs into adjectives or nouns for effect using suffixes e.g. -ish, -like, -ant, -ance, -ancy, -hood, -ity, -net etc.</p> <p>Use a range of prepositions and prepositional phrases indicating:</p> <ul style="list-style-type: none"> – time: <i>meanwhile, the following day..., just as they were..., At the start of..., prior to...</i> etc. – position: <i>parallel to..., adjacent to..., vertically..., horizontally etc.</i> – direction: <i>towards the fence..., away in the distance..., around the edge</i> <p>Use a range of adjectival phrases and consider the effect of their position in sentences: <i>The <u>inky eyed</u> sloth lumbered into view... The sloth lumbered, <u>inky eyed</u>, into view etc.</i></p> <p>Expand children’s repertoire of verbs e.g.:</p> <ul style="list-style-type: none"> – <u>synonyms for common verbs:</u> <i>go eat, have, see, laugh etc.</i> – <u>specific or unusual verbs:</u> <i>veering, emanating, imploding, befriending,</i> 	<p>Use figurative language for a variety of effects:</p> <ul style="list-style-type: none"> – alliteration – onomatopoeia – similes – metaphors/ personification <p>Metaphors: use playful writing to invent metaphors - writing about something as though it were something else e.g.</p> <ul style="list-style-type: none"> – <i>An early bird/ a night owl</i> – <i>The old crate, my father drove</i> – <i>Happiness is a walk in the sun; Fear is a slinking cat</i> – <i>The school concert was a circus</i> – <i>He was a leaf blowing in the breeze; a sparrow pecking at crumbs; a lifeline and a rock</i> <p>Use techniques to entertain and engage the reader.</p> <ul style="list-style-type: none"> – Recap – repetition of a catchphrase – humour – hyperbole to exaggerate – questions to make the reader think

<p>rest of the paragraph. <i>e.g. Cars and other similar machines let out toxic gases which pollute the earth. These gases..., As James grew older, it was easy to see how talented he was.</i></p> <p>Use a wide range of connectives for: <u>Addition:</u> <i>also, furthermore, moreover</i> <u>Opposition:</u> <i>however, nevertheless, on the other hand</i> <u>Reinforcing:</u> <i>besides, anyway, after all</i> <u>Explaining:</u> <i>for example, in other words, that is to say</i> <u>Listing:</u> <i>first(ly), first of all, finally</i> <u>Indicating result:</u> <i>therefore, thus, in order to, consequently, as a result</i> <u>Indicating time:</u> <i>just then, meanwhile</i></p> <p>Experiment using connectives in different parts of a sentence; evaluate effect: <i>Eventually, the rain stopped..., The rain stopped eventually..., the rain eventually stopped.</i></p> <p>Agreement: maintain consistency in the use of verb tenses and noun/pronoun person</p> <p>Tell and write, thinking of audience and purpose. Reread and listen for the effect on the reader.</p>	<p>conditionality, through sentences using modal verbs <i>may, might, should, could, would</i> etc. and adverbs <i>perhaps, surely, possibly</i>; phrases like <i>provided that..., so long as...</i> etc. Modal verbs enable us to suppose, imagine, predict warn, suggest, prohibit, oblige etc. Note use of the subjunctive <u>were</u> (not was) e.g.</p> <ul style="list-style-type: none"> – <i>If I were invisible, imagine the mischief I could create.</i> – <i>What would you do if you were in my shoes? OR Were you in my shoes, what would you do?</i> – <i>Unless you train hard, you may never finish the marathon.</i> – <i>He could come with us, so long as he doesn't rock the boat.</i> – <i>Perhaps the wolf was right, it may (might, could, would) have been Grandma's fault all along.</i> – <i>When we put the magnet below the paper, the iron filings (will might, could, should) form a pattern.</i> <p>Punctuation:</p> <ul style="list-style-type: none"> – Consolidate on CL/FS, !, ? apostrophes, colons and commas for lists, other uses of commas. – Use dialogue and speech marks with increasing complexity and accuracy. – Brackets, dashes, semi colons. 	<p><i>discombobulating</i> etc.</p> <ul style="list-style-type: none"> – <u>formed from nouns and adjectives</u> e.g. <i>elbowing, purpled</i>; or using suffixes <i>-ate, -ise, -ify</i> etc. – <u>Add/change prefixes and word roots</u> to create/invent alternatives <i>dis-, de-, mis-, over- re-, im- with same prefix</i> e.g.: <i>misspent, mistake, misrepresent; overcharge, overtake; disappoint, dismay</i> with same root e.g.: <i>export, import, report; impress, repress, depress.</i> – <u>Use expanded 'ing' clauses</u> as openers: <i>Grinning maniacally, he slipped the treasure into his bag.</i> <p>Consolidate on:</p> <ul style="list-style-type: none"> – well-chosen adjectives/adverbs to enhance meaning and create effects; – 'name it' (poodle not 'dog'); – use of powerful verbs; – varieties of speech verbs; – making sure each word earns its place, avoiding 'over-writing'; – creating new combinations, avoiding clichés, e.g. the old lady was hobbling - the old lady was break-dancing! 	<ul style="list-style-type: none"> – exclamations and fragments for emphasis (Run!) – empty words to make reader wonder - <i>something moved</i> <p>Collect and invent a variety of persuasive devices</p> <ul style="list-style-type: none"> – persuasive words and phrases, e.g. 'surely', 'it wouldn't be difficult...'; – persuasive definitions, e.g. 'no one but a complete idiot...', 'every right-thinking person would...'; 'the real truth is...'; – rhetorical questions, e.g. 'are we expected to...?', 'where will future audiences come from...?'; – <i>pandering, condescension, concession</i>, e.g. 'Naturally, it takes time for local residents...'; – deliberate ambiguities, e.g. 'probably the best...in the world' 'known to cure all...', 'the professional's choice' – jokey or sarcastic similes and metaphors: <i>...as much use as a chocolate teapot! ...like telling the time from a sundial in the rain! Balham – gateway to the south!</i> <p>Use techniques and think about the effect on the reader.</p>
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