

Welcome to Year 5 Family Learning!

# Notices

- Trip in Spring 2

- TT rockstars



# Year 5 Writing ARE Grid

Composition		Transcription	
Drafting and Writing	<ul style="list-style-type: none"> <li>Identify the audience and purpose for their writing and select the appropriate form e.g. historical narrative, a discussion in RE, notes for a debate in geography</li> <li>Develop settings and atmosphere in detail e.g. using foreshadowing; use of pace and time; using chapters</li> <li>Create and expand settings in narrative e.g. using parenthesis (the forest was terrifying-bleak and foreboding-yet he walked downstairs.) modal verbs (Tom knew he shouldn't have gone into the forest)</li> <li>Develop characters in details e.g. through using dialogue to convey character; describing character's reaction to events</li> <li>Modify and control the use of narrative language features e.g. reported speech instead of direct speech; repetition for effect</li> <li>Modify and control the use of non-fiction language features e.g. use of modal verbs in discussion; precise description and technical vocabulary dialogue, using bullet points, tables and charts</li> <li>Control the use of organisational features in fiction and non-fiction e.g. balancing action, description and dialogue, using bullet points, tables and charts</li> <li>Use a range of devices to link paragraphs e.g. adverbs and adverbial phrases; connectives</li> <li>Use a range of cohesive devices within paragraphs e.g. connectives; consistent tense and person</li> </ul>	Grammar, Vocab & Punc	<ul style="list-style-type: none"> <li>Use noun phrases precisely to add detail across a piece of writing e.g. He scampered up the dangerous path to avoid the traps at his feet</li> <li>Use precise phrases and vocabulary e.g. the beetle scuttled</li> <li>Indicate degrees of possibility through the use of adverbs e.g. surely, perhaps, possibly</li> <li>Indicate degrees of possibility through the use of modal verbs e.g. should, could, may, must</li> <li>Use figurative devices such as metaphors, personification, repetition for effect and allusion e.g. gnarled fingers stretched out from the tree trunk. Like Hercules, his strength was well-known</li> <li>Use embedded clauses e.g. Tom, whose heart was beating furiously was running for his life</li> <li>Use relative clauses beginning with who, which, where, when, whose and that</li> <li>Use main and subordinate clauses and move their position in sentences e.g. Although he was terrified, Tom crept through the forest. Tom crept through the forest, even though he was terrified</li> <li>Ensure the consistent and appropriate use of tense throughout a piece of writing e.g. controlling writing where there is a need to switch between tenses</li> <li>Distinguish between the language of speech and writing and develop formal language structures for different text types e.g. using modal verbs to indicate the possibility within persuasion (It could be argued that...)</li> <li>Use commas accurately to demarcate clauses in complex sentences e.g. stopping in a forest clearing, which was now dark, Tom wondered how to get out alive.</li> <li>Use of inverted commas (speech marks) and other punctuation to indicate direct and reported speech e.g. the doctor seemed satisfied with the operation, he said 'she'll be fine.'</li> </ul>
		Spelling	<ul style="list-style-type: none"> <li>Can Spell the Year 5 Common exception words (Schools own list), homophones and words from other origins</li> <li>Can spell words using half of the Year 5/6 prefixes and suffixes</li> <li>Can use the first 3 letters of a word to check spellings and meanings in a dictionary</li> </ul>
Reviewing And Editing	<ul style="list-style-type: none"> <li>Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary e.g. cohesion within paragraphs; modals, clauses</li> <li>Proof-read and edit their writing in relation to the Y5 grammar and spelling expectations</li> </ul>	Presentatio n	<ul style="list-style-type: none"> <li>Write fluently and legibly with speed and a personal style</li> </ul>

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# Composition

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Refers to how children plan, write, and improve their ideas to create clear, structured, and engaging writing for different purposes and audiences.

# Transcription



Refers to the skills of spelling, handwriting, and grammar, enabling children to write accurately, fluently, and legibly.

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# Presentation

c o a d g q se (set 1)

l t i j u y f (set 2)

r n m h b p k (set 3)

v w z x (set 4)

break letters : b g j p q x y z

Joining groups :

1 a c d e h i k l m n s t u

2 a c d e g i j m n o p q r s u v w x y

3 b f h k l t

4: f o r v w

1 → 2

1 → 3

4 → 2

4 → 3



# Grammar, vocabulary and punctuation

<p>Grammar, Vocab &amp; Punc</p>	<ul style="list-style-type: none"><li>• Use noun phrases precisely to add detail across a piece of writing e.g. <b>He scampered up the dangerous path to avoid the traps at his feet</b></li><li>✓ Use precise phrases and vocabulary e.g. <b>the beetle scuttled</b></li><li>✓ Indicate degrees of possibility through the use of adverbs e.g. <b>surely, perhaps, possibly</b></li><li>• Indicate degrees of possibility through the use of modal verbs e.g. <b>should, could, may, must</b></li><li>✓ Use figurative devices such as metaphors, personification, repetition for effect and allusion e.g. <b>gnarled fingers stretched out from the tree trunk. Like Hercules, his strength was well-known</b></li><li>• Use embedded clauses e.g. <b>Tom, whose heart was beating furiously was running for his life</b></li><li>✓ Use relative clauses beginning with who, which, where, when, whose and that</li><li>• Use main and subordinate clauses and move their position in sentences e.g. <b>Although he was terrified, Tom crept through the forest. Tom crept through the forest, even though he was terrified</b></li><li>✓ Ensure the consistent and appropriate use of tense throughout a piece of writing e.g. <b>controlling writing where there is a need to switch between tenses</b></li><li>• Distinguish between the language of speech and writing and develop formal language structures for different text types e.g. <b>using modal verbs to indicate the possibility within persuasion (It could be argued that...)</b></li><li>• Use commas accurately to demarcate clauses in complex sentences e.g. <b>stopping in a forest clearing, which was now dark, Tom wondered how to get out alive.</b></li><li>✓ Use of inverted commas (speech marks) and other punctuation to indicate direct and reported speech e.g. <b>the doctor seemed satisfied with the operation, he said 'she'll be fine.'</b></li></ul>
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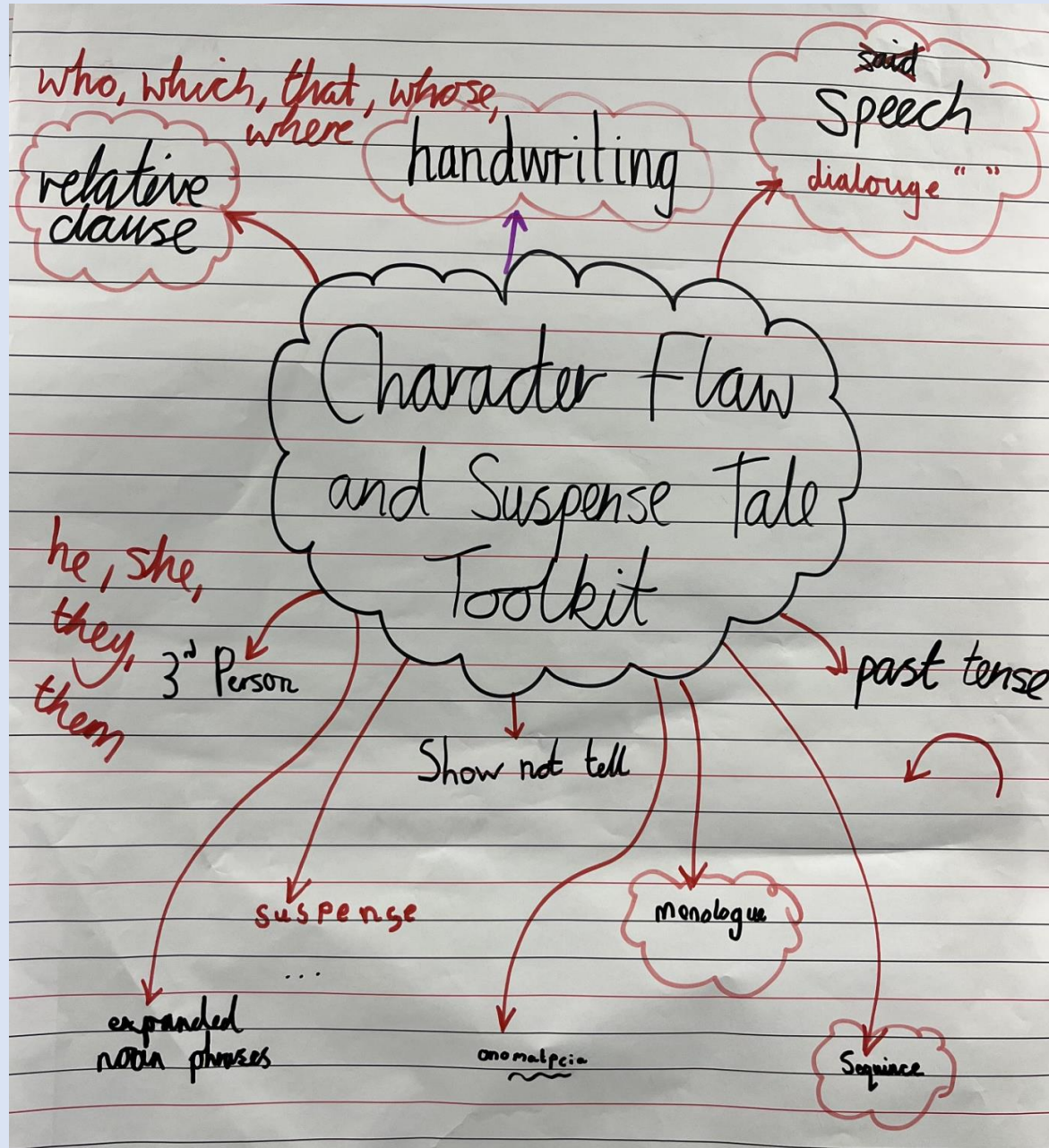


How are these taught?

FWW T4W Planning overview

<p>Cold Write</p> <p>To do before main unit of teaching (ideally completed the week before the sequence will be taught).</p>	<p>Imitation</p> <p>Hook and oral introduction</p>	<p>Imitation</p> <p>Learn the story as a <u>class/ groups</u>.</p> <p>Perform and watch back, immerse the children</p>	<p>Imitation</p>	<p>Imitation</p> <p>Reading as a reader.</p> <p>Link to vocabulary (never-heard-the word grid). Complete comprehension key skills linked to the model text.</p>
<p>Imitation</p> <p>Grammar focus- teach examples from the model text - use your years ARE GRID</p>	<p>Imitation</p> <p>Short burst writing- grammar focus</p>	<p>Imitation</p> <p>Grammar focus- teach examples from the model text</p>	<p>Imitation</p> <p>Short burst writing- grammar focus</p>	<p>Imitation</p> <p>Drama</p>
<p>Innovation</p>	<p>Innovation</p> <p>Planning your own story using the boxing up model.</p> <p>Drama and re telling their story text.</p>	<p>Innovation</p> <p>Planning your own story using the boxing up model.</p> <p>Drama and re telling their story text</p>	<p>Innovation</p> <p>Shared or guided write from CT. You guide the writing based on your CT model (that has been <u>pre written</u> and planned).</p>	<p>Innovation</p> <p>Shared / guided writing built up over several days with formative marking. Feedback given using visualiser and model editing</p>
<p>Innovation</p> <p>Shared / guided writing built up over several days with formative marking. Feedback given using visualiser and model editing - response partners.</p>	<p>Innovation</p> <p>Shared / guided writing built up over several days with formative marking.</p> <p>Attention to spelling and handwriting.</p>	<p>Innovation</p> <p>Shared / guided writing built up over several days with formative marking.</p>	<p>HOT WRITE</p> <p>Planning- Teachers provide a stimulus such as a film clip, interesting object, drama, wordless picture book, work of art, music, visitor</p>	<p>HOT WRITE</p> <p>Writing -</p> <p>This is truly independent writing based on the writing /model text. This may take two days.</p>

# Toolkits



Questions?

- 1) perhaps evil spirits are out tonight he humbled to himself
- 2) you shouldn't have brought those here his wife screamed  
take them away
- 3) macbeth said weakly I mustn't go back there

dialogue (di/a/logue)



“It is done,” Macbeth whispered in a panic.

“King Duncan is dead?” enquired Lady Macbeth urgently.

“Yes, the King will never wake again.”

“Why do you still have the daggers?” Lady Macbeth asked, pointing at the weapons in Macbeth’s hands. “You should not have brought those here.”



