

Year 5

Fiction and poetry text types

Novels and stories by significant authors
Myths and legends
Stories from other cultures
Older literature
Comparing poetic style
Narrative poems

Non-fiction text types

Persuasive writing
Non-chronological reports
Newspaper reports

Terminology – words they will be learning during the year

Consolidate

Punctuation
Finger spaces
Letter
Word
Sentence
Full stops
Capital letter
Question mark
Exclamation mark
Speech bubble
'Speech marks'
Direct speech
Inverted commas
Bullet points
Apostrophe (contractions only)
Commas for sentence of 3 – description, action
Colon - instructions
Singular/ plural
Suffix/ Prefix
Word family
Consonant/Vowel
Adjective / noun
Verb / Adverb
Bossy verbs - imperative

Tense (past, present, future)

Connective
Conjunction
Preposition
Determiner/ generaliser
Clause
Subordinate clause
Relative clause
Relative pronoun
Alliteration
Simile – 'as' / 'like'
Synonyms

Introduce:

Pronoun
Possessive pronoun
Adverbial
Fronted adverbial
Apostrophe - possession

Word structure / Vocabulary development	Sentence structure	Text structure
<p>Metaphors Personification Onomatopoeia</p> <p>Empty words e.g. <i>someone, somewhere was out to get him</i></p> <p>Developed use of technical language</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate; -ise; -ify</i>) Verb prefixes (e.g. <i>dis-, de-, mis-, over- and re-</i>)</p> <p>Rhetorical questions</p>	<p>Types of sentences</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences. Develop complex sentences (subordination) Main and subordinate clauses with full range of conjunctions:</p> <p>Expanded <i>-ed</i> clauses as starters e.g. <i>Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees.</i></p> <p>Elaboration of starters using adverbial phrases e.g. <i>Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.</i></p> <p>Drop in <i>-ed</i> clause e.g. <i>Poor Tim, exhausted by so much effort, ran home. The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i></p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect</p> <p>Moving sentence chunks (how, when, where) around for different effects e.g. <i>The siren echoed loudlythrough the lonely streetsat midnight</i></p> <p>Stage directions in speech (speech + verb + action) e.g. <i>"Stop!" he shouted, picking up the stick and running after the thief.</i></p> <p>Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (<i>perhaps, surely</i>)</p>	<p>Fiction:</p> <p>Secure independent use of planning tools Story mountain / grids / flow diagrams</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.</p> <ul style="list-style-type: none"> • 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 with dilemma • Ending –character could reflect on events, any changes or lessons, look forward to the future ask a question. <p>Non-fiction</p> <p>Secure independent use of planning tools, eg. grids / flow diagrams 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</p>

	<p>Dashes, brackets, colons Use of commas to clarify meaning or avoid ambiguity</p>	<p>reader in. Express own opinions clearly. Consistently maintain viewpoint. Summary clear at the end to appeal directly to the reader.</p>
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