

Writing Progression English Curriculum: Year 5 Sentence Level

Phonics & Spelling	Vocabulary, Grammar, Punctuation	Sentence Types
<p>Secure Y4 words Doubt Lamb Practice Practise Serial Cereal Telephone Television Vicious Infectious Precious Cautious Artificial Essential Tolerance Assistance Adorable Forcible Considerably Possibly Official Crucial Essential Impartial Preference Referred Advise/advice Devise/device Licence/license Practise/practice Guessed/guest Heard/herd Lead/led</p>	<p>Parenthesis Use brackets. To use brackets whatever is outside the brackets must be able to stand alone as a sentence. eg The president (and his assistant) travelled by private jet. CORRECT</p> <p>The president (and his assistant) were expected to arrive at 10:00am INCORRECT</p> <p>Use a dash to draw attention to , introduce or emphasize information eg He took a deep breath, began to sprint toward the finish line-and collapsed a few feet before he crossed it. I need three things from you - patience, kindness and understanding.</p> <p>Use a comma to show non-essential information Eg While on holiday, Simon Jones, a fireman from New York, rescued a cat from a tree.</p> <p>Use commas to clarify meaning:</p> <p>- continue to use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun to convey more information concisely</p> <p>Complex sentences using relative clauses: A relative clause is a type of subordinate clause. A relative clause usually adds more detail about the noun in the main clause. Relative clauses turn simple sentences into complex sentences. We use relative clauses to make clear which person or thing we are talking about</p>	<p>See Y4 - BOYS, 2A, ly, question, simile, If, then,</p> <p><u>Connective opener</u> Because of the rain, we had to stay indoors at playtime. As we had worked hard, Mrs Kiddle said we could have five minutes extra playtime.</p> <p><u>Short sentence</u> “Up there” “At the window” “What?” A gun!”</p> <p><u>List sentence</u> Exhausted and worried, they did not know how much further they had to go.</p> <p><u>De:De</u> The vampire is a dreadful creature: it kills by sucking all the blood from its victims.</p> <p><u>-ing opener</u> Creeping down the corridor, Liam tried not to disturb the sleeping teacher.</p> <p><u>Outside.(Inside). Sentence</u> He smiled and shook the man’s hand warmly.(Inside, however, he was angrier than he had ever been.)</p> <p><u>Emotion word,</u> Terrified, she froze instantly on the spot where he stood.</p> <p><u>Noun, which, who, where</u> Cakes, which taste fantastic, are not so good for your waistline.</p> <p><u>Some; others</u> Some people love football; others can’t stand it.</p>

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<p>Morning/mourning g Past/passed Isle/I'll Allowed/aloud Affect/effect</p>	<p>The main clause could stand alone as a simple sentence, but the relative or subordinate clause cannot. Key words to signal the use of a relative clause are who, whose, which, where, that, when</p> <p>Eg The boy, <u>who was caught stealing apples</u>, was chased by the farmer's dog.</p> <p>The man, <u>who was a sailor</u>, was waiting in the queue. The snarling beast, <u>whose breath smelled like rotting eggs</u>, roared with all his might.</p> <p>Use commas to mark embedded clauses eg The pirate, <u>with his cutlass clenched in his teeth</u>, swung on to the ship.</p> <p>Use commas when using a drop-in clause: The giant, <u>howling with rage</u>, raced after Jack.</p> <p>Use of adverbs to indicate degrees of possibility Certainly Definitely Maybe Possibly Clearly Obviously Perhaps Probably</p> <p>Eg Perhaps the weather will be fine. Maybe it will rain</p> <p>Modal verbs We use modal verbs to show we believe something is possible, probable or certain. We also use modals to seek permission, make requests and offers</p>	<p><u>Personification</u> The wind screamed through the branches.</p> <p><u>The more, the more</u> The more upset she was, the more her tears flowed.</p> <p><u>-ing, -ed</u> Skipping to school, he looked around just in time to see a mysterious figure.</p> <p><u>Irony sentence</u> The 'trip of our dreams' was, in fact, our worst nightmare.</p> <p><u>Imagine 3 examples</u> Imagine a time when people were not afraid, when life was much simpler, when everyone helped each other: this is the story of that time</p> <p>Teach the children how to use similes, metaphors, personification, alliteration, idioms and onomatopoeia to improve narrative</p> <p>Jack agreed to exchange the cow for the handful of handsome beans. (alliteration) Like a rat up a drainpipe, Jack bolted up the beanstalk. (simile) The beanstalk was an emerald tower with medusa-like branches. (metaphor) The car complained as the key was turned. The stairs groaned as we walked on them. The cactus saluted those who drove past. (personification) Cross your fingers Get your act together It's in the bag! (Idioms)</p> <p><u>Extension Sentence - for narrative</u></p>
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	<p>can may could should might would shall will</p> <p>eg Shall we go to the shops? Can I go to the toilet?</p> <p>Subordination conjunctions Subordination conjunctions are used between, at the beginning and within sentences. We wore our wellies when we played in the puddles. When we played in the puddles we wore our wellies.</p> <p>Conjunctions and Openers Teach the children which conjunctions and openers would move time on in the story, which will move time on in non-fiction, e.g explanation, instructions and recounts Early the next morning..... Later that day.... A little later.... Shortly after that.....Meanwhile.... Initially.... Having done that....As a result..... In conclusion Addition.....furthermore.....meanwhile....On the other hand.... However....</p> <p>Language of cause and effect: Because.... Then..... so... if the reason that this happen....this results in.....when...this causes...therefore</p>	<p>The alien species (AKA the Blogans) invaded earth in the year 2156. Robert Smith (AKA light fingered Bob) was a notorious pick pocket.</p> <p><u>Additional Alan peat sentences to support with use of commas</u> <u>Verb Simile:</u> Towering like a wooden army, the giant Redwoods stood silently in the forest.</p> <p><u>Two-place sentences</u> Underneath the newspaper, right beside the coffee cup, Annie saw what she had been looking for.</p> <p><u>Description, repetition</u> Oliver lifted his hands, his quivering bone-like hands</p> <p><u>HEADINGLEY sentences</u> <u>(using a range of -ed, -ing or,ly words to start a sentence)</u> Excited, he set off on his journey. Screaming, he fled from the Haunted House Cautiously, the batsman walked onto the cricket field.</p> <p><u>Whatever, wherever, whenever</u> (any order) Whatever he did, things wouldn't be the same. Wherever he went, he would always be remembered. Whenever he looked back, the sadness would return.</p>
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