

Year 5 Parent Workshop


Writing

Before we start



**Good writers are
good readers.**

James Scott Bell

 quote fancy

THE MILLION WORD GAP

New research shows the different numbers of words kids will have heard by age 5 based on how often parents read to them:

Never read to: 4,662 words

1-2 times per week: 63,570 words

3-5 times per week: 169,520 words

Daily: 296,660 words

Five books a day: 1,483,300 words

speechblubs.com



CAT



*If a child cannot think it,
they cannot say it.*

*If a child cannot say it,
they cannot write it.*

Year 2 Expected for the end of the year

Write simple, coherent narratives about personal experiences and those of others (real and fiction).

Write about real events, recording these simply and clearly.

Demarcate most sentences in their writing with capital letters and full stops and use question marks correctly when required.

Use present and past tense mostly correctly and consistently.

Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses.

Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically-plausible attempts at others.

Spell many common exception words.

Form capital letters and digits of the correct size, orientation, and relationship to one another and to lower-case letters.

Use spacing between words that reflects the size of the letters.

Year 3 Expected for the end of the year

The pupil can write for different purposes, (e.g. explanations, persuasive texts).

Use simple organisational devices, (eg. headings and subheadings).

Describe settings and characters.

Begin to use paragraphs to organise ideas around a theme

Use a wider range of conjunctions, expressing: time, place and cause: **time** (e.g. when, before, after, while, so, because), **prepositions** (e.g. before, after, during, in, because of)

Begin to use inverted commas for direct speech

Some correct use of exclamation marks

Some correct use of commas for lists

Some correct use of apostrophes for contraction

Some correct use of apostrophes for single possession

Use the present perfect form of verbs instead of simple past.

Use the forms 'a' or 'an' according to whether the next word begins with a vowel or a consonant.

Make simple additions, revisions and proof-reading corrections to their own writing.

Spell correctly some of the Year 3/4 common exception words and use prefix and suffix spelling patterns.

Write legibly with some letters appropriately joined.

Y4 checklist

Year 4 Expected for the end of the year

The pupil can write for a range of purposes and audiences (e.g. explanations, persuasive texts.).

Creating settings, characters and plot in narrative pieces.

Uses **heading and subheadings** in non-fiction to organise ideas.

Begins to use a **wider range of sentence structures** and rich vocabulary including short sentences for tension.

Using **nouns, precise nouns, pronouns and possessive pronouns** appropriately for **clarity and cohesion & to avoid repetition**.

Using a **wide range of conjunctions** (because, when, if, although, so).

Using **fronted adverbials** (mostly demarcated with a comma).

Using **noun phrases** expanded by modifying adjectives.

Using **preposition phrases**.

Using mostly correctly - **exclamation marks**

Using mostly correctly - **commas for a list**

Using mostly correctly - **colons for a list**

Using mostly correctly - **apostrophes for contraction**

Using mostly correctly - **apostrophes for plural possession**

Using mostly correctly - **inverted commas** (including a comma after the reporting clause)

Make additions, revisions and proof-reading corrections to their own writing.

Spelling homophones and using prefixes and suffixes mostly correctly.

Spell correctly, most of the Year 3 / 4 common exception words.

Joining the majority of their handwriting accurately.

Year 5 Expected

The pupil can write for a range of purposes and audiences (e.g. discussion texts, action stories).

Use paragraphs to organise ideas (with some correct use of bullet points where appropriate).

Describe settings, characters and plot in narrative pieces.

Some correct use of commas for clarity

Some correct use of punctuation for parenthesis, including brackets, dashes, or commas

Use a range of devices to build cohesion: Adverbials for time, place and possibility

Use a range of devices to build cohesion: Modal verbs

Use a range of devices to build cohesion: Relative clauses, beginning with a relative pronoun (e.g. who, which, where, when, whose, that)

Use a range of devices to build cohesion: Using a range of subordinating and co-ordinating conjunctions

Using suffixes to convert nouns or adjectives into verbs (e.g. -ate, -ise, ify).

Use verb prefixes accurately (e.g. dis-, de-, mis-, over- and re-)

Spell correctly, some of the 5 / 6 common exception words.

Produce legible, joined handwriting.

*Some correct use of
punctuation for
parenthesis.*

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What Is Parenthesis?

Parenthesis is the addition of extra information or an afterthought in our writing.

It can be a word, phrase or clause marked with brackets, dashes or commas.

When a parenthesis is removed, the sentence still makes grammatical sense.

e.g. I moved to Sheffield in 2011 (when I was six years old).

still makes sense as:

I moved to Sheffield in 2011.

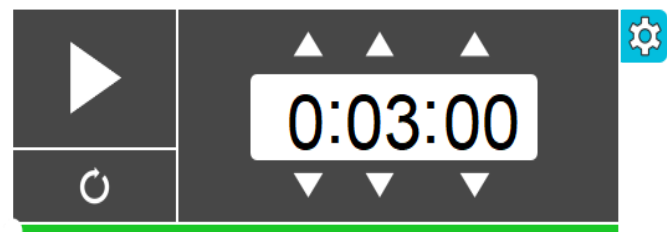
Examples

The narcissus, daffodil, is a spring plant with yellow petals.

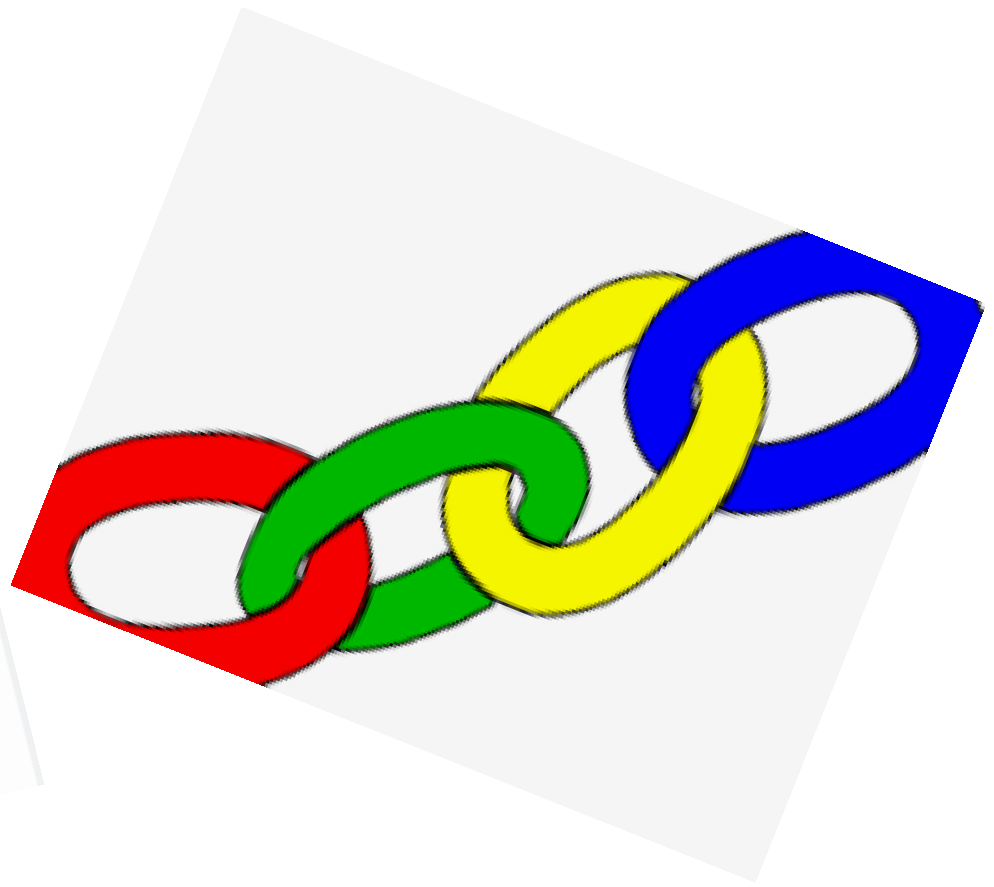
My brother - the one who lives in Australia- is coming over for Christmas.

Ramchester won the league today (for the fifth season running).

Write a sentence that contains **parenthesis** based on the pictures below (which took me ages to find).



Use a range of devices to build cohesion



Adverbials for time, place and possibility

Fronted Adverbials

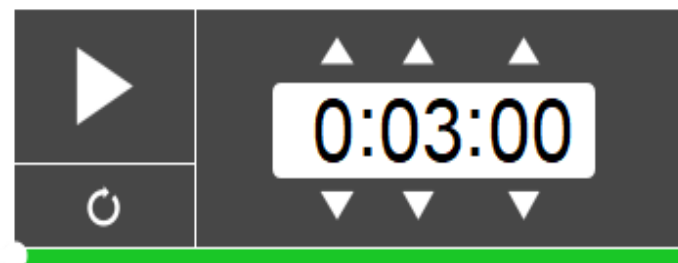
Fronted Adverbials are words or phrases at the beginning of a sentence which are used to describe the action that follows.

Time	Frequency	Place	Manner	Possibility
Afterwards, Already, Always, Immediately, Last month, Now, Soon, Yesterday, Today, Tomorrow, Next year,	Often, Again, Daily, Weekly, Fortnightly, Yearly, Sometimes, Rarely, Every second, Twice a year, Once a minute,	Above the clouds, Below the sea, Here, Outside, Over there, There, Under the ground, Upstairs, In the distance, Between the sea and the sky, Everywhere she looked,	Sadly, Slowly, Happily, Awkwardly, Bravely, Like a ... , As quick as a flash, As fast as he could, Without a sound, Without warning, Unexpectedly,	Almost unbelievably, Much admired, Nearly asleep, Quite understandably, Really happily, Perhaps, Maybe, Just arrived, Certainly amused, Obviously angry, Definitely confused,

WAGOLL

Having arrived with much anticipation, the parents seated themselves and eagerly awaited the arrival of their sons and daughters! After a few minutes of waiting, the Y5 children burst through the door, ready to impress.

Challenge: Write a couple of sentences about this picture using fronted adverbials to link your ideas together.



Modal verbs



Modal verbs are auxiliary verbs which cannot usually work alone.
They are used with a main verb.

These are **modal verbs**:

might

will

should

may

would

can

could

must

shall

ought to

Modal verbs can be used to show how possible something is, or how likely it is to happen/have happened.

For example:

He's very late. He **could have missed** the train.



It's snowing so it **must be** very cold outside.



They **will lock** the windows when they go out.



Modal verbs can also be used to show:

advice or obligation

Pupils **must** wear a uniform.

You **should** not smoke.



habits

I **will** often have cereal for my breakfast.

We **shall** always enjoy a walk in the park.



permission

May I leave a few minutes early?

Could we go to the post box on the way?

Please can we have an ice cream?



ability

I **can** drive a tractor.

My grandfather **could** draw very well.



Which **Modal verbs** are missing from these sentences?

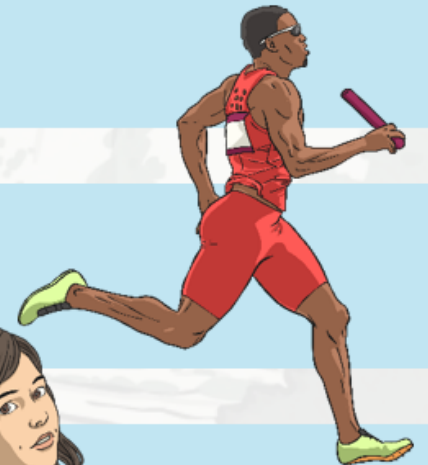
You be hot in that thick coat.



If it's dry we play outside?



He's so fast, he win the race.



I'm fed up with my long hair. I have it cut.



Relative clauses

that

whose

which

whom

who



Joe, who was dressed as a cowboy, was excited about his friend's fancy dress party.

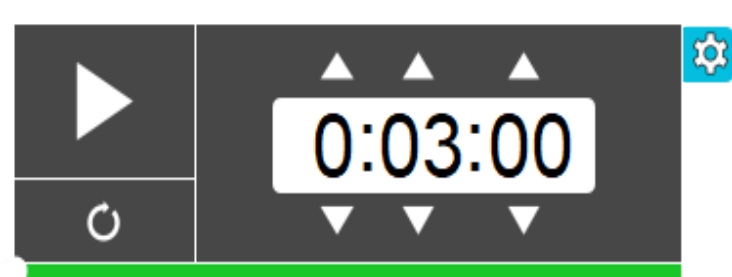
'who' is the **relative pronoun** here used to begin the relative clause. As this is extra, non-essential (non-restrictive) information, we put the clause in commas. This is often called an embedded or sandwich clause.

<https://www.bbc.co.uk/bitesize/articles/zsrt4qt#zks6ywx>

WAGOLL

The parents, who were waiting eagerly, looked at the displays on the hall wall. Each display was the same size which was rectangular in shape.

Challenge: Write a couple of sentences about this picture using relative clauses.



Subordinating conjunctions



Getting Started

What is a conjunction?

A conjunction links two or more words, phrases or clauses together.

There are **two** main types of conjunctions we use within sentences.
Do you know what they both are?

- **co-ordinating conjunctions** (*e.g. and*) link two main clauses together as an equal pair to create a compound sentence. We usually remember these words using the acronym 'FANBOYS'.
- **subordinating conjunctions** (*e.g. when*) introduce a subordinate clause. You can remember some of the most useful subordinating conjunctions by...

I Saw a Wabub...

...is an acronym to help you remember the first letters of some of the most important subordinating conjunctions.

If

Since

As

When

Although

While

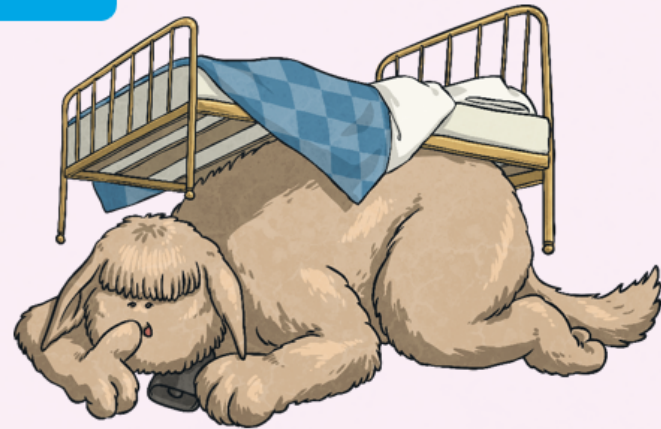
After

Before

Until

Because

I SAW A WABUB!



So, how do we use subordinating conjunctions?

Subordinating conjunctions are the first words within a subordinate clause. Subordinate clauses do not make sense on their own but, when they are used with a main clause, they create a complex (multi-clause) sentence.

**The eager pupils sped into school
when the bell rang.**

**Whales give birth to live young
as they are mammals.**

Can you write a sentence that includes a subordinating conjunction?

If

Since

As

When

Although

While

After

Before

Until

Because



Penpals handwriting scheme

abcdefghijklmnopqrstuvwxyz

ABCDEFGHIJKLMNOPQRSTUVWXYZ

VWXYZ

