



Every Moment Matters

Blended Learning Writing Pack

Year 5

This writing pack has been designed to fit in with our 'blended learning' approach.

The first page contains the writing targets that the children will be taught during the year. Where a target may need clarification, it has been highlighted in yellow and links to one of the pages that follow.

In the event of a child/group of children learning from home, this 'blended learning' pack can be used to support.

Year 5

Transcription	1	Majority of Year 5 NC and high frequency words spelt correctly.
	2	Spell most homophones correctly [passed/past, guessed/guest, heard/herd, morning/mourning]
	3	Use the first two or three letters of a word to check its spelling and/or meaning in a dictionary.
Grammar, Punctuation and Vocabulary	4	Writes relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.
	5	Select appropriate vocabulary to engage the reader (with use of thesaurus)
	6	Can indicate degrees of possibility using adverbs [perhaps, surely] or modal verbs [might, should, will, must]
	7	Use expanded noun phrases to convey complicated information concisely [the strict maths teacher with curly hair]
	8	Ensures the consistent and correct use of tense throughout a piece of writing.
	9	Ensures the correct subject and verb agreement when using singular and plural.
	10	Use brackets, dashes or commas to indicate parenthesis.
	11	Correct use of capital letters and full stops, exclamation and question marks (if used)
	12	Use commas after fronted adverbials, for lists and to clarify meaning.
Overall Text and Structure	13	Use devices to build cohesion within a paragraph [then, after that, this, firstly]
	14	Link ideas across paragraphs. E.g. using adverbials of time [later], place [nearby] and number [secondly] or tense choices [he had seen her before].
	15	In narratives, describes settings, characters and atmosphere and integrates dialogue to convey character and advance the action. In non-narratives, use organisational devices [headings, sub-headings]
Presentation, Evaluation and Improvement	16	Effective use of cursive handwriting with correct letter joins.
	17	Assess the effectiveness of their own and others' writing.
	18	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
	19	Proof-read for spelling and punctuation errors.
	20	Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Exceeding Criteria:		
	21	Demonstrates the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [find out – discover; ask for – request; go in – enter]
	22	Understands synonyms and antonyms and has a wide, rich range to draw on.
	23	Links ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase; grammatical connections [the use of adverbials such as on the other hand, in contrast, or as a consequence]

Year 5 Common Exception Words

accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip, equipped, equipment, especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate, immediately, individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere, sincerely

Year 5 Spelling Rule Words

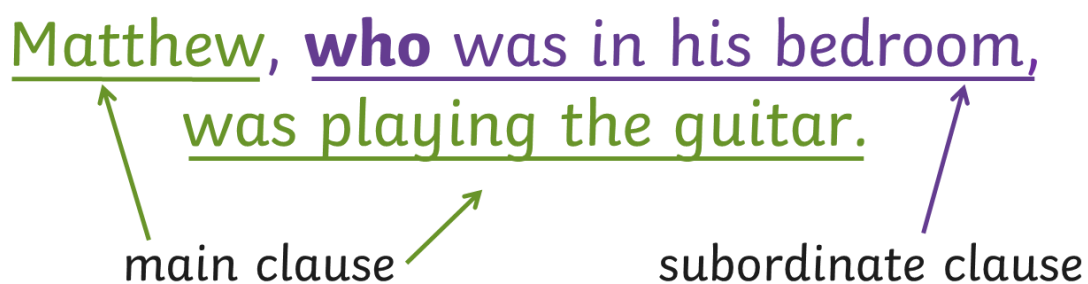
'ough' words	ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough,
Endings spelt '-cious' or '-tious'	vicious, precious, conscious, delicious, malicious, suspicious
'-cial' ending after a vowel letter	official, special, artificial
'-tial' after a consonant letter	partial, confidential, essential
Endings '-ant', '-ance', '-ancy', '-ent', '-ence', '-ency', '-tion'	observ <u>ation</u> , expect <u>ation</u> , hesit <u>ation</u> , toler <u>ation</u> , subst <u>antial</u> , observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance, innocent, innocence, decent, decency, frequent, frequency, confident, confidence, confidential, assistant, assistance, obedient, obedience, independent, independence.
Adding suffixes beginning with vowel letters to words ending in '-fer'. The 'r' is doubled if the '-fer' is still stressed when the ending is added	referring, referred, referral, preferring, preferred, transferring, transferred,
Words ending in '-able'	adorable, adorably, (adoration), applicable, applicably, (application), tolerable, tolerably (toleration).
'-able' and '-ible'. If the root word ends in '-ce' or '-ge', the 'e' after the 'c' or 'g' must be kept as those letters would otherwise have their 'hard' sounds before the 'a' of the able ending. The '-able' ending is usually used if a complete root word can be heard before it	changeable, noticeable exceptions: forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable
The '-ible' ending is common if a complete root word can't be heard before it but also sometimes occurs when a complete word can be heard	possible/possibly horrible/horribly terrible/terribly visible/visibly incredible/incredibly sensible/sensibly
Adding suffixes beginning with vowel letters to '-fer'. The 'r' is not doubled if the '-fer' is no longer stressed	reference, referee, preference, transference
Use of the hyphen to join a prefix to a root word, especially if the prefix ends in a vowel and the root also begins with one	co-ordinate, re-enter, co-operate, co-own
Words with the sound /ee/ spelt 'ei' after soft 'c'	deceive, conceive, receive, perceive, ceiling
Homophones, near homophones and easily confused words	advice / advise device / devise licence / license practice / practise prophecy / prophesy farther / further / father guessed / guest heard / herd ascent / assent past / passed morning / mourning precede / proceed principal / principle profit / prophet steel / steal stationery / stationary who's / whose aisle / isle / I'll aloud / allowed affect / effect altar / alter led / lead bridal / bridle cereal / serial

How to...

4: Writes relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.

A relative clause can be used to give additional information about a noun.

They are introduced by a relative pronoun like 'that', 'which', 'who', 'whose', 'where' and 'when'.



The **main clause** could be a sentence by itself and still make sense:
Matthew was playing the guitar.

However, the second sentence is now a **subordinate clause**, which doesn't make any sense by itself: **Who was in his bedroom.**

Apples, which are very healthy,
grow on trees.

Mallorca, where we go on holiday, is
a Spanish island.

In 2008, when my brother was born, I was two
years old.

How to...

6: Can indicate degrees of possibility using adverbs [perhaps, surely] or modal verbs [might, should, will, must]

Modal verbs can have many uses. They are sometimes known as 'modal auxiliary verbs' or just as 'modals'. In most cases, they work with another verb to describe the possibility of something happening or to describe to what degree of certainty something is known.

Here are the most common modal verbs.

might

could

would

must

may

will

ought

can

should

shall

Modal verbs usually **come before a verb** in its **infinitive form**.

If I work hard, when I grow up I could be a doctor.

'could' is the **modal verb**.

'be' is the **infinitive form** of the verb 'to be'. Infinitive means in its most basic form.

In a few years, I shall earn a university degree.

'shall' is the modal verb.

'earn' is the infinitive form of the verb 'to earn'.

How to...

7: Use expanded noun phrases to convey complicated information concisely

In an expanded noun phrase, other words and phrases are used to give further information about the noun in the sentence.

This is usually done by adding adjectives to describe the noun in the noun phrase, for example:

She walked through the dark, mysterious forest.

In the example above, the noun phrase is 'the forest' and the words 'dark' and 'mysterious' have been used to expand the noun phrase. They make writing more interesting as they help the reader to build an image in their mind. Further examples are:

It was a beautiful, blue sky.

The glistening snow sparkled in the bright sunshine.

Another noun can also be used to create an expanded noun phrase by giving more detail about the noun, such as:

a teacher = a maths teacher

two trees = two pine trees

Another way to create an expanded noun phrase is to add a prepositional phrase to add further information about the noun and to enable the writing to be more efficient. For example, where it takes two sentences to say:

The man was sat on the bench. He was wearing a red hat.

This can be written more succinctly by expanding the noun phrase with:

The man with the red hat sat on the bench.

How to...

12: Use commas after fronted adverbials, for lists and to clarify meaning



Commas



A comma separates units of meaning in a sentence.

A comma separates items in a list.

Jenna bought some apples, grapes, bananas and pears for her fruit salad.



A comma separates off a subordinate opening.

Although she was tired, Tilly went to the party.



A comma marks out a relative clause (extra information that has been added into the sentence).

The children, who were in class six, were very excited.



How to...

14: Link ideas across paragraphs. E.g. using adverbials of time [later], place [nearby] and number [secondly] or tense choices [he had seen her before]

Paragraphs are groups of sentences which relate to a similar subject.
Below are some techniques to allow the paragraphs to flow.

Luke had never forgotten the time he was lost on the beach. Fear had risen up in him immediately. He had run wildly not seeing or looking properly in his panic.

Afterwards he began to understand that he had been running the wrong way.

Linking with adverbials of time which answer the question: 'When?'
e.g. Meanwhile, later, soon, now, afterwards, yesterday, recently.

Sometimes, even now as an adult, the feeling of panic returns when he visits the beach.

Linking with adverbials of frequency which answer the question: 'How often?'
e.g. Seldom, rarely, occasionally, often, never.

Finally his parents had found him – sitting down on the sand and crying.

Linking with adverbials of number which answer the question: 'In what order?'
e.g. Firstly, secondly, thirdly, next, finally after, then.

Behind was a busy road and this seemed to make the situation even more worrying.

Linking with adverbials of place which answer the question: 'Where?'
e.g. Outside, towards, behind, inside, below, under.

He had tried to keep calm initially.

Linking through tense choice so that one paragraph references the previous one appropriately.

Terminology

Word Type	Function	Example
noun	object	dog, pen, carrot
pronoun	replace a noun	that, them, him, yours
proper noun	person or place	Cornwall, James
adjective	describes a noun	beautiful, big, interesting
verb	action, state or occurrence	walk, dance, have, be
adverb	describes a verb	slowly, incredibly, never
preposition	links a noun to another word	down, into, under, near
conjunction	joins words, phrases or clauses	for, and, but, because, so
determiner	introduces a noun	that, my, these, the

Terminology

Year 2	Noun		Verb		Adjective		Adverb	
	<p>Nouns name people, places, animals, things or ideas.</p> <p>They can be countable:</p> <p>The book is on the table.</p> <p>My brother had lots of ideas to share.</p> <p>Or non-countable:</p> <p>I bought some chocolate.</p> <p>She showed courage.</p> <p>London is the capital of England.</p>		<p>Verbs name an action that someone does, or a feeling or state.</p> <p>Past tense verb:</p> <p>The boy wrote a poem.</p> <p>Present tense verb:</p> <p>He likes chocolate.</p>		<p>Can be used before a noun to modify it:</p> <p>It was a yellow ball.</p> <p>Or after the verb 'be' as its complement:</p> <p>The film was brilliant.</p>		<p>Can modify a verb, an adjective, another adverb or even a whole clause:</p> <p>Tom started running quickly.</p> <p>The painting was really colourful.</p> <p>We don't eat meat very often.</p> <p>Fortunately, I wasn't late.</p>	
Year 3	Preposition				Conjunction			
	<p>Links a noun, pronoun or noun phrase to another word. Often a location, direction or relation of time:</p> <p>The dog ran to her.</p> <p>Put it in the box.</p> <p>I haven't seen him since yesterday.</p>				<p>Links words or phrases.</p> <p>Co-ordinating conjunction - links equal words or phrases:</p> <p>Bring your bucket and spade.</p> <p>Subordinating conjunction - introduces a subordinate clause:</p> <p>He put on his coat because it was forecast to rain.</p>			
Year 4	Determiner		Pronoun		Possessive Pronoun			
	<p>Specifies a noun.</p> <p>Definite article: the</p> <p>Indefinite article: a, an</p> <p>Demonstratives: this, those</p> <p>Possessives: e.g. my, your</p> <p>Quantifiers: e.g. some, every</p>		<p>Used in place of a noun or noun phrase:</p> <p>Mark smiled at Laura.</p> <p>He smiled at her.</p> <p>Shall I take the cakes?</p> <p>Shall I take those?</p>		<p>Used in place of a noun or noun phrase:</p> <p>Ahmed's bag</p> <p>His bag</p> <p>It was the girls' turn.</p> <p>It was their turn.</p>			
Year 5	Modal Verb				Relative Pronoun			
	<p>Change the meaning of other verbs, for example by showing certainty, ability, or obligation:</p> <p>will, would, can, could, may, might, shall, should, must, ought</p> <p>This food may be too spicy for you.</p>				<p>Refers back to a noun or clause:</p> <p>That's the boy who does tricks on a bike.</p> <p>Lucy burst the balloon, which upset Steven.</p>			