

3) **Setting:** Use senses to create atmosphere.

sight	smell	sound
clear, blue sky	perfumed atmosphere	tweeting birds

4) **Character:**

appearance	feelings
dazzling eyes	uncomfortable
long, crooked fingers	full of hope

5) **Paragraphs:**

Start a new one if the **time, place** or **topic** changes.

6) **Expanded noun phrases:**

The gruesome, slimy monster scared the small, lively child.

7) **Fronted adverbials** add detail to the beginning of a sentence:

With a bang, As quick as lightning, Last weekend, Out of nowhere,

Working towards Year 5

Punctuation power!

8) •	9) ABC	10) ?	11) !
12)	,	Commas to separate items in a list e.g. <i>I flickered open my eyes, took a deep breath and surveyed the area.</i>	
13)	'	Apostrophes for contraction: won't, wouldn't, shan't. You must not join the letters either side of the apostrophe.	
14)	“ ”	Inverted commas to show when someone is speaking. <i>“What time is it?” Tim asked.</i>	

15) **Co-ordinating conjunctions:**

F	for
A	and
N	nor
B	but
O	or
Y	yet
S	so

16) **Subordinating conjunctions** (use with a verb to form a clause):

because	although
even though	rather than
after	if
until	unless
before	as

18) Use year 3 and 4 vocabulary.

Year 3	Year 4
appear	answer
caught	believe
continue	consider
early	different
February	difficult
group	disappear
heard	enough
important	favourite
learn	imagine
often	mention
peculiar	opposite
perhaps	ordinary
possible	particularly
special	probably
therefore	question
thought	remember
through	though

19) **Polish.** When you finish a paragraph, read it through for:

S	sense	Can you improve any vocabulary?
P	punctuation	
S	spelling	

20) *Neat, joined handwriting.*

1) **Formality**

Formal: impersonal, no contractions.
Informal: personal, contractions, amusing.

3) **Expanded noun phrases with prepositional phrases:**

The gruesome, slimy monster with a nasty sneer.

4) Use a **subordinate clause** in different places within sentences:

When the dragon roared, the room shook with fear.

The dragon would roar if anybody tried to touch him.

5) **Relative clauses** start with relative pronouns: **who, which, that, whose, when.**

The dragon, who was roaring frighteningly, just wanted to make friends.

6) **Modal verbs:** would, shouldn't, may, might, can't.

7) **Speech** should move the story forward. What does the reader learn from your dialogue? Remember not to use too much.

Working at Year 5

8) **Prepositional phrases** tell us **where:** *The monster hid behind the terrified child.*

9) Speech punctuation rules:

ABC **?!.** Capital letter and punctuation to end are **inside** inverted commas.

When the speaker changes, start a new line.

*“What a beautiful day!” proclaimed Speaker 1.
The second speaker replied, “Can you remember another day so beautiful?”*

10) , Use commas to separate fronted adverbials and subordinate clauses:
After a while, she was still galloping.

11) • A **colon** introduces items in a **list**.
My pencil case contains: rubbers, pens and a ruler.
Use this in non-fiction especially.

12) ’ To use an apostrophe for singular and plural possession:
a) Decide who is the owner.
b) Add an apostrophe.
c) Add an **s if there isn't one already.**

13) **Prefixes:**

ir-	dis-	mis-
ir relevant	dis obey	mis behave
ir responsible	dis like	mis understand

14) **Suffixes:**

-ious	-tion
various	ambition
curious	position
-tial	-cial
initial	special
potential	social

15) Year 5 words.

definitely	appreciate
especially	explanation
privilege	disastrous
nuisance	neighbour
ancient	interrupt
available	persuade
exaggerate	language
frequently	conscience
suggest	sincerely
awkward	competition

Collect your own:

Make sure there is evidence of successful:

- 1) **setting** description (fiction)
- 2) **character** description (fiction)
- 3) **links** between paragraphs

Create atmosphere!

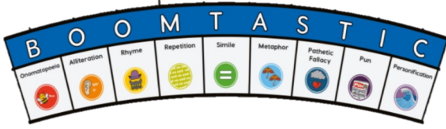
4) **Short, sharp sentences...**

Everything stopped. Silence. He knew it was now or never.

5) **Repetition...**

She believed herself to be brave; she believed herself to be ready; she believed she had no choice.

6) **BOOMTASTIC** (The Writing Rainbow)



personification	<i>chattering river reaching branches</i>
onomatopoeia	<i>with a gentle creak distant crash</i>
simile	<i>as graceful as a swan shimmering like the sun</i>
alliteration	<i>graunchy, growling gran snake slithered subtly</i>
metaphor	<i>home was a prison the carpet of grass</i>

7) **Embed relative clauses**. Make sure the detail you add is important to your writing and does not interrupt the flow.

He noticed his foe, *whose eyes were now flickering with what seemed to be uncertainty*, was approaching him from a distance.

Greater Depth Year 5

8) **Semi-colon** ;
A **semi-colon** punctuates longer items in a **list**.

My pencil case contains: five animal rubbers; a broken pen and my sister's ruler.

A semi-colon can also be used to **join main clauses that are closely related**.

Jack's eyes slowly opened; there was no one to be seen. The door swung open; a masked figure strode in.

9) **Parenthesis** ()
Add extra information to a sentence. You may use brackets or dashes.

Paul (Sophie's older brother) felt uneasy.

Paul - thinking that he would never escape - felt uneasy.

11) **Present perfect tense**. This shows that something has already happened but is still important now.

Sarah **has** gone to the shops to buy some bread. This suggests she is still at the shops.
We **have** been very good this week so we will get golden time. This shows that being good in the past will impact the future.

12) Complex **homophones**:

Use a dictionary if you are unsure of which homophone for which meaning.

affect/effect	practise/practice
advice/advise	father/farther
passed/past	guessed/guest
who's/whose	aloud/allowed
heard/herd	waste/waist
desert/dessert	coarse/course
stationary/stationery	

13) Make sure you have put maximum effort into *beautiful, joined handwriting*.

10) **Progressive tense**.

PAST	I was running. We were being kind.	PRESENT	I am running. We are being kind.	FUTURE	I will be running. We will be being kind.
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