



Naunton Park Writing Progression Y5

NB: Practise and consolidate Y3/4 lists

NC terminology for children: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, ellipse, cohesion, ambiguity

TEXT LEVEL: Conjunctions, cohesion and paragraphing	SENTENCE LEVEL: Sentence Structure, grammar and punctuation	WORD LEVEL: Vocabulary and spelling	LANGUAGE EFFECTS
<p>Orally retell stories and non-fiction texts with lively expression. Innovate known stories, <u>adding and altering</u>, eg change the sequence by starting the retelling from a different place.</p> <p>Use shared and guided writing, eg non-linear chronology eg flashbacks. Consider carefully the adverbials needed to manage the time-shift: meanwhile, if only, as, during etc.</p> <p>Genre switch: Recast known texts for different purposes, using or mixing text-types eg a story as a newspaper report</p> <p>Clearly signpost links between paragraphs to direct the reader. When boxing up a shared text, discuss and include relevant signposts, eg Later</p> <p>Vary sentence openings – ‘ed-ing-ly’, connectives, prepositions, similes.</p> <p>Use topic sentences to expand the focus of paragraphs: open a paragraph or section, signalling a shift of subject, which must be developed through the</p>	<p>Orally develop quality and complexity of clauses and phrases, eg elaboration of adverbial starters: Beyond the gloomy silence of the dank cave, Zach saw the creature stir.</p> <p>Revisit sentence variation - questions, exclamations, imperatives, sentences of 3, ‘ed-ing-ly’ at the front, in the middle and at the end of a sentence, short/ long plus drop in phrases and clauses.</p> <p>Active and passive:</p> <ul style="list-style-type: none"> – Understand and use the active and passive. Find and record examples. – Convert sentences Max broke the window...The window was broken by Max. – Investigate when and how to use the passive in more formal, depersonalised settings eg making announcements, providing information: <i>It has been decided that...</i>, to create general rather than particular impact: <i>It is widely agreed that...</i> etc. <p>Express possibility, speculation and</p>	<p>Investigate ways of converting verbs into adjectives or nouns for effect using suffixes eg - ish, -like, -ant, - ance, -ancy, -hood, -ity, -net etc.</p> <p>Use a range of prepositions and prepositional phrases indicating:</p> <ul style="list-style-type: none"> – time: meanwhile, the following day..., just as they were..., At the start of..., prior to... etc. – position: parallel to..., adjacent to..., vertically..., horizontally etc. – direction: towards the fence..., away in the distance..., around the edge <p>Use a range of adjectival phrases and consider the effect of their position in sentences: <i>The <u>inky-eyed</u> sloth lumbered into view... The sloth lumbered, <u>inky-eyed</u>, into view etc.</i></p> <p>Expand children’s repertoire of verbs eg:</p> <ul style="list-style-type: none"> – <u>synonyms for common verbs:</u> go eat, have, see, laugh etc. – <u>specific or unusual verbs:</u> veering, emanating, imploding, befriending... 	<p>Use figurative language for a variety of effects:</p> <ul style="list-style-type: none"> – alliteration – onomatopoeia – similes – metaphors – personification <p>Metaphors: use playful writing to invent metaphors - writing about something as though it were something else eg:</p> <ul style="list-style-type: none"> – An early bird/ a night owl – The old crate, my father drove – Happiness is a walk in the sun; Fear is a slinking cat – The school concert was a circus – He was a leaf blowing in the breeze; a sparrow pecking at crumbs; a lifeline and a rock <p>Use techniques to entertain and engage the reader.</p> <ul style="list-style-type: none"> – Recap – repetition of a catchphrase – humour – hyperbole to exaggerate – rhetorical questions, make reader think

rest of the paragraph. eg Cars and other similar machines let out toxic gases which pollute the earth. These gases..., As James grew older, it was easy to see how talented he was.

Use a wide range of conjunctions for:

Addition: also, furthermore, moreover
Opposition: however, nevertheless, on the other hand
Reinforcing: besides, anyway, after all
Explaining: for example, in other words, that is to say
Listing: first(ly), first of all, finally
Indicating result: therefore, thus, in order to, consequently, as a result
Indicating time: just then, meanwhile

Experiment using conjunctions in different parts of a sentence; evaluate effect: Eventually, the rain stopped..., The rain stopped eventually..., the rain eventually stopped.

Agreement: maintain consistency in the use of verb tenses and noun/pronoun person

Tell and write, thinking of audience and purpose. Reread and listen for the effect on the reader.

conditionality, through sentences using

modal verbs: may, might, should, could, would etc. and adverbs perhaps, surely, possibly; phrases like provided that..., so long as... etc. Modal verbs enable us to suppose, imagine, predict warn, suggest, prohibit, oblige etc.

Note use of the **subjunctive were** (not was) e.g.

- If I were invisible, imagine the mischief I could create.
- What would you do if you were in my shoes? OR Were you in my shoes, what would you do?
- Unless you train hard, you may never finish the marathon.
- He could come with us, so long as he doesn't rock the boat.
- Perhaps the wolf was right, it may (might, could, would) have been Grandma's fault all along.
- When we put the magnet below the paper, the iron filings (will might, could, should) form a pattern.

Punctuation:

- Consolidate on CL/FS, !, ? apostrophes, colons and commas for lists, other uses of commas.
- Use dialogue and inverted commas with increasing complexity/accuracy.
- Brackets, dashes, ellipses, semi colons.

- **formed from nouns and adjectives** eg elbowing, purpled; or using suffixes – ate, -ise, -ify etc.

- Add/change prefixes and word roots to create/invent alternatives dis-, de-, mis-, over- re-, im
- with same prefix eg: misspent, mistake, misrepresent; overcharge, overtake; disappoint, dismay
- with same root eg: export, import, report; impress, repress, depress.
- Use expanded 'ing' clauses as openers: Grinning maniacally, he slipped the treasure into his bag.

Consolidate on:

- well-chosen adjectives/adverbs to enhance meaning and create effects;
- 'name it' (poodle not 'dog');
- use of powerful verbs;
- varieties of speech verbs;
- making sure each word earns its place, avoiding 'over-writing';
- creating new combinations, avoiding clichés, e.g. the old lady was hobbling - the old lady was break-dancing!

Begin to learn all the words on the Y5/6 Statutory list.

Use dictionary & thesaurus.

- exclamations and fragments for emphasis (Run!)
 - empty words to make reader wonder - *something moved*
- Collect and invent a variety of persuasive devices**
- persuasive words and phrases, eg 'surely', 'it wouldn't be difficult...';
 - persuasive definitions, eg 'no one but a complete idiot...'; 'every right-thinking person would...'; 'the real truth is...';
 - rhetorical questions, eg 'are we expected to...?', 'where will future audiences come from...?';
 - pandering, condescension, concession, eg 'Naturally, it takes time for local residents...';
 - deliberate ambiguities, eg 'probably the best...in the world' 'known to cure all...'; 'the professional's choice'
 - jokey or sarcastic similes and metaphors: ...as much use as a chocolate teapot! ...like telling the time from a sundial in the rain! Balham – gateway to the south!

Use techniques and think about the effect on the reader.

