



Year 5
SKILLS REVIEW

Fiction Writing

Myths, Legends and Fables

Opening (should be brief and timeless, e.g. many ages ago.
Introduce generic characters.)

Event and complication (should happen quickly and involve
conflict between two characters)

Resolution (Crucial to the story as it needs to explain
something significant about the world)

Ending (A summing up of the outcome.)

Past tense, although dialogue may move into different
tenses.

Write in the first person or third person

Write chronologically using time connectives

Describe characters as either good or bad. The contrast
between the two is an important part of the story.

Use verbs to describe actions and characters feelings.

Use careful description to make an impact on the reader, with
precise and effective use of adverbs, adjectives, metaphors
and similes.

Use motifs e.g. the youngest character is always the hero or
the most beautiful.

Use some repetition.

Fairy Tales/Traditional Tales

Opening (describe the setting and introduce the main
characters, e.g. once upon a time or long, long ago.)

A series of events leading to at least one main complication
(events should happen in quick succession. Start a new
paragraph for each new event.)

Complication (should take up more than one paragraph.
There should be at least one major complication)

Resolution (All the loose ends tied up. Characters are
allowed to live happily ever after)

Write in the past tense, although dialogue may move into
different tenses.

Write in the first person or third person

Write chronologically using time connectives

Describe characters as either good or bad. The contrast
between the two is an important part of the story.

Use verbs to describe actions and characters feelings.

Use careful description to make an impact on the reader,
with precise and effective use of adverbs, adjectives,

Children will investigate a range of narrative texts by asking
relevant questions and research and then plan and present these
narratives orally and in written format.

Children will generate and extend imaginative ideas to create a narrative. They will suggest hypotheses, responding imaginatively through drama and talk, and respond to problems in order to create a written outcome.

Children will identify relevant information from a range of sources on paper and on screen and use this to present orally and write their own legends.

Children will draw inferences and make deductions to clarify, extend and follow up ideas in their oral and written work.

Children will present information orally, through drama and in writing. They will discuss success criteria, give feedback to others and judge the effectiveness of their own work.

Children will develop their skills to reflect critically on what they have seen and read. They will develop their ability to present a narrative for different audiences orally and in writing and reflect critically on their own and others' work.

Stories

Sci-fi, adventure, mystery, horror, historical, fantasy, real-life and imaginary worlds

My story has an:

- Opening
- Build Up
- Climax
- Resolution
- Ending

Use a meanwhile or a flashback paragraph.

Begin the story in an exciting way (speech, action, description)

Use simile, metaphor and repetition

Use speech punctuation

2 main characters (who are opposites)

Non Fiction Writing

Instructions	Explanations/ Reports	Persuasive Writing (Argument)
<p style="text-align: center;"> 'How To' Title An introduction to explain what the instructions are for (Use questions to engage the reader) 'What you will need' list (use a colon to introduce the list and a semi-colon to separate the items) 'What you need to do' Numbered steps Time connectives Adverbs Present tense Imperative voice Second person Do not overload the sentence with detail. A conclusion to explain what should have happened. </p>	<p style="text-align: center;"> A 'How' or 'Why' title An introduction which gives a definition of the subject A paragraph that describes the parts of the subject or the appearance. A paragraph that explains how or why, usually in time order if explaining a process. A rounding off paragraph. Present tense Time connectives Cause and effect connectives Technical vocabulary (language about the subject) Passive voice </p>	<p style="text-align: center;"> Title is a question Identify the point of the text. Reasons to support the point organised into paragraphs. Summary of the key reasons. Present tense Support the reasons with evidence Emotive language Logical connectives Passive voice </p>
<p>Children will investigate a range of instructional texts by asking relevant questions, researching and following instructions to explore their effectiveness.</p> <p>Children will identify relevant information from a range of sources on paper and on</p>	<p>Children will seek, interpret and use the answers to their own questions as well as those of others in their activity throughout this unit.</p> <p>Children will know where to find information and understand what is</p>	<p>Children will be able to locate and refer to relevant examples from pictorial and written text.</p> <p>Children will be able to give reasons for their opinions about the evidence for a particular point of view and to discuss the</p>

<p>screen and use this as a basis for both oral and written instruction writing.</p> <p>Children will read, compare and evaluate instructional texts from a variety of sources. When presenting instructional texts orally and in writing, they will discuss success criteria, give feedback to others and judge the effectiveness of their own work.</p> <p>Children will draw on their understanding and use of instructional texts to construct reasoned opinions and arguments based on available information and evidence.</p> <p>In discussing and writing about real or simulated events, children will need to imagine themselves in another person's position.</p> <p>Children will develop their skills to reflect critically on what they have seen and read. They will develop their ability to give and follow clear instructions and reflect on the effectiveness of different modes of communication. They will work collaboratively in pairs and groups, and outcomes will be both oral and written.</p>	<p>relevant and locate this within sources. They will use strategies such as scanning, skimming and using an index to locate information. They will identify the most relevant information from different sources and use this as a basis for writing.</p> <p>Children will compare and evaluate the effectiveness of recount texts in a variety of forms. They will share their own writing outcomes, discuss success criteria, give feedback to others and judge the effectiveness of their own work.</p> <p>They will develop their ability to discuss effective and relevant communication in respect of both the form and the content of the non-fiction texts they read or access and write or create. They will often work collaboratively in pairs and groups. They will communicate outcomes orally and in writing.</p>	<p>impact of persuasive texts.</p> <p>Children will develop their ability to discuss points for development in their own and others, writing as they work in pairs, groups and whole-class contexts. They will use persuasive devices to communicate orally and in writing.</p>
--	--	---

Recount

My recount includes an introduction
I included time connectives
I included illustrations (if helpful)
I included essential words
I used the past tense
I used appropriate style and tone
for the reader
I made the right choice of
vocabulary and sentences
I showed chronological order
I wrote in the 1st or 3rd person
I included a closing statement

Poetry

Poetic Style (different types of poems)

I have used an interesting form for my poem
The style is distinctive and memorable
I used repetition or word play to effect
I thought about rhyme and sound patterns
I chose words carefully
I deliberately positioned words and phrases
I showed feelings and mood
I included a message for the reader
I made a link between the poem and the title
My poem could be enjoyed more than once

Discuss poet's possible viewpoint, explain and justify own response and interpretation;

Explain the use of unusual or surprising language choices and effects, such as

Classic/ Narrative Style

My new verse fits in with the rest of the poem
I used correct rhythm pattern
I used appropriate rhymes
I used powerful words
I used effective images
I used repetition
I used surprising/witty word combinations
I considered sounds of words

Children will investigate an older narrative poem, seeking the answers to their own and others' questions. They will engage in drama and discussion and then plan and present an abridged version orally and visually.

Children will identify relevant information from a range of sources and use this as a basis for a choral performance of an abridged version of the poem.

Choral and Performance Poetry

I gave a clear delivery
I used a good balance of voices
I used feeling and expression
I used the correct rhythm
I considered volume
I used the right speed
My tone of voice suited the words' meaning
There was a variety in the delivery
I considered background sound/sound effects

<p>onomatopoeia and metaphor; comment on how this influences meaning;</p> <p>Explore imagery including metaphor and personification;</p> <p>Compare different forms and describe impact vary pitch, pace, volume, expression and use pauses to create impact;</p> <p>Use actions, sound effects, musical patterns, images and dramatic interpretation</p> <p>Invent nonsense words and situations and experiment with unexpected word combinations;</p> <p>Use carefully observed details and apt images to bring subject matter alive; avoid cliché in own writing;</p> <p>Write free verse; use or invent repeating patterns; attempt different forms, including rhyme for humour</p>	<p>Children will present information orally, through drama and in writing. They will discuss success criteria, give feedback to others and judge the effectiveness of their own work.</p> <p>Children will discuss and reflect on their personal responses to the poems.</p> <p>Children will develop their skills to reflect critically on what they have seen and read. They will develop their ability to present a poem orally and reflect critically on their own and others' work.</p>	
---	--	--