

# YEAR 5 - TALK FOR WRITING TEACHING GUIDE FOR PROGRESSION IN WRITING



TEXT STRUCTURE	SENTENCE CONSTRUCTION	WORD STRUCTURE / LANGUAGE	PUNCTUATION	TERMINOLOGY
<p><b>Consolidate Year 4 list</b> <b>Introduce:</b></p> <p>Secure independent use of planning tools            Story mountain /grids/flow diagrams            (Refer to Story Types grids)            Plan opening using:            Description /action/dialogue            Paragraphs: Vary connectives within paragraphs to build cohesion into a paragraph            Use change of place, time and action to link ideas across paragraphs.            Use 5 part story structure            Writing could start at any of the 5 points.            This may include flashbacks            Introduction –should include action / description -character or setting / dialogue            Build-up –develop suspense techniques            Problem / Dilemma –may be more than one problem to be resolved            Resolution –clear links with dilemma</p>	<p><b>Consolidate Year 4 list</b> <b>Introduce:</b></p> <p><b>Relative clauses beginning with</b> <i>who, which, that, where, when, whose</i> or an omitted relative pronoun.  <b>Secure use of simple / embellished simple sentences</b>  <b>Secure use of compound sentences</b>  <b>Develop complex sentences: (Subordination)</b></p> <p><b>Main and subordinate clauses</b> with full range of conjunctions:  <b>(See Connectives and Sentence Signposts doc.)</b></p> <p><b>Expanded –ed clauses as starters</b>            e.g. <i>Encouraged by the bright weather, Jane set out for a long walk.</i>  <i>Terrified by the dragon, George fell to his knees.</i></p>	<p><b>Consolidate Year 4 list</b> <b>Introduce:</b></p> <p><b>Metaphor</b>  <b>Personification</b>  <b>Onomatopoeia</b>  <b>Empty words</b>            e.g. <i>someone, somewhere was out to get him</i>            Developed use of <b>technical language</b>            Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (e.g. –ate; –ise; –ify)  <b>Verb prefixes</b> (e.g. <i>dis–, de–, mis–, over– and re–</i>)</p>	<p><b>Consolidate Year 4 list</b> <b>Introduce:</b></p> <p>Rhetorical question            Dashes            Brackets/dashes /commas for parenthesis            Colons            Use of commas to clarify meaning or avoid ambiguity</p>	<p><b>Consolidate:</b></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Letter/ Word</li> <li>• Sentence</li> <li>• Statement question exclamation command</li> <li>• Full stops/ Capitals</li> <li>• Question mark</li> <li>• Exclamation mark</li> <li>• ‘Speech marks’</li> <li>• Direct speech</li> <li>• Inverted commas</li> <li>• Bullet points</li> <li>• Apostrophe contractions/ possession</li> <li>• Commas for sentence of 3 – description, action</li> <li>• Colon – instructions</li> <li>• Parenthesis / bracket / dash</li> </ul> <p><b>Singular/ plural</b>  <b>Suffix/ Prefix</b>  <b>Word family</b>  <b>Consonant/Vowel</b>  <b>Adjective / noun / noun phrase</b>  <b>Verb / Adverb</b></p>

<p>Ending –character could reflect on events, any changes or lessons, look forward to the future ask a question.</p> <p><b>Non-Fiction</b></p> <p><b>Introduce:</b></p> <p><b>Independent planning</b> across all genres and application</p> <p>Secure use of range of layouts suitable to text.</p> <p><b>Structure:</b> Introduction / Middle / Ending</p> <p><b>Secure use of paragraphs:</b> Use a variety of ways to open texts and draw reader in and make the purpose clear</p> <p>Link ideas within and across paragraphs using a full range of connectives and signposts Use rhetorical questions to draw reader in</p> <p>Express own opinions clearly</p> <p>Consistently maintain viewpoint</p> <p>Summary clear at the end to appeal directly to the reader</p>	<p><b>Elaboration of starters using adverbial phrases</b> e.g.</p> <p><i>Beyond the dark gloom of the cave, Zach saw the wizard move.</i></p> <p><i>Throughout the night, the wind howled like an injured creature.</i></p> <p><b>Drop in –‘ed’ clause</b> e.g.</p> <p><i>Poor Tim, exhausted by so much effort, ran home.</i></p> <p><i>The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i></p> <p><b>Sentence reshaping techniques</b> e.g. lengthening or shortening sentence for meaning and /or effect</p> <p><b>Moving sentence chunks (how, when, where) around for different effects</b> e.g.</p> <p><i>The siren echoed loudly ....through the lonely streets ....at midnight</i></p> <p><b>Use of rhetorical questions</b></p> <p><b>Stage directions in speech</b> (speech + verb + action) e.g. <i>“Stop!” he shouted, picking up the stick and running after the thief.</i></p> <p><b>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</b></p>			<p>Bossy verbs - <b>imperative</b></p> <p><b>Tense (past, present, future)</b></p> <p><b>Conjunction /</b> Connective</p> <p><b>Preposition</b></p> <p><b>Determiner/</b> generaliser</p> <p><b>Pronoun – relative/ possessive</b></p> <p><b>Clause</b></p> <p><b>Subordinate/</b> relative clause</p> <p><b>Adverbial</b></p> <p><b>Fronted adverbial</b></p> <p>Alliteration</p> <p>Simile – ‘as’/ ‘like’</p> <p>Synonyms</p> <p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• <b>Relative clause/ pronoun</b></li> <li>• Modal verb</li> <li>• Parenthesis</li> <li>• <b>Bracket- dash</b></li> <li>• Determiner</li> <li>• Cohesion</li> <li>• Ambiguity</li> <li>• Metaphor</li> <li>• Personification</li> <li>• Onomatopoeia</li> <li>• Rhetorical question</li> <li>• <b>Tense: present and past progressive.</b></li> </ul>
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