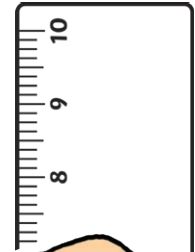
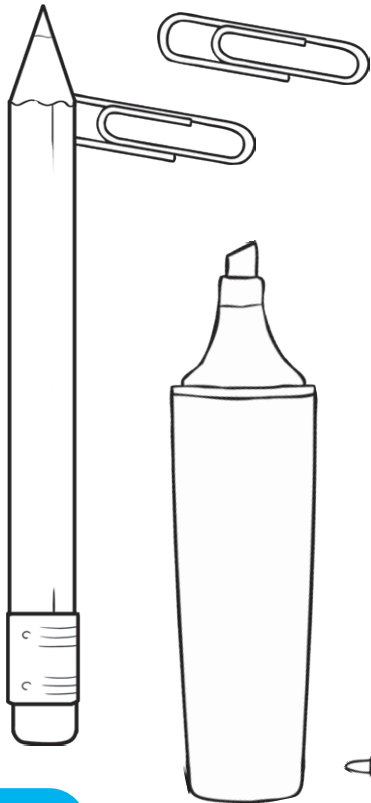
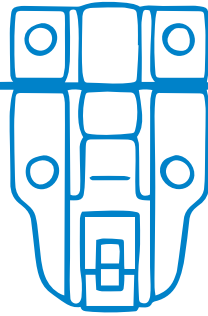
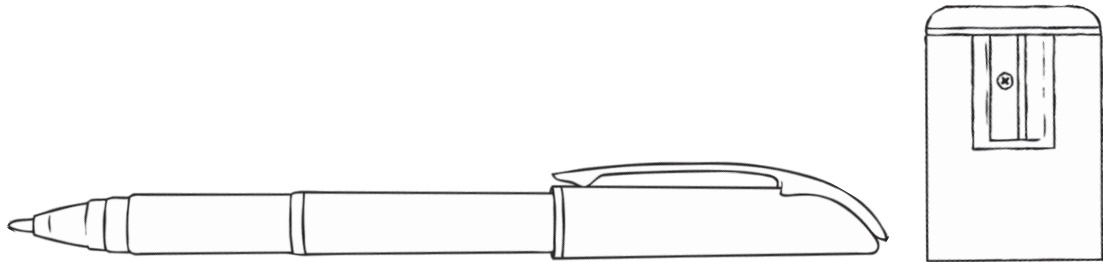
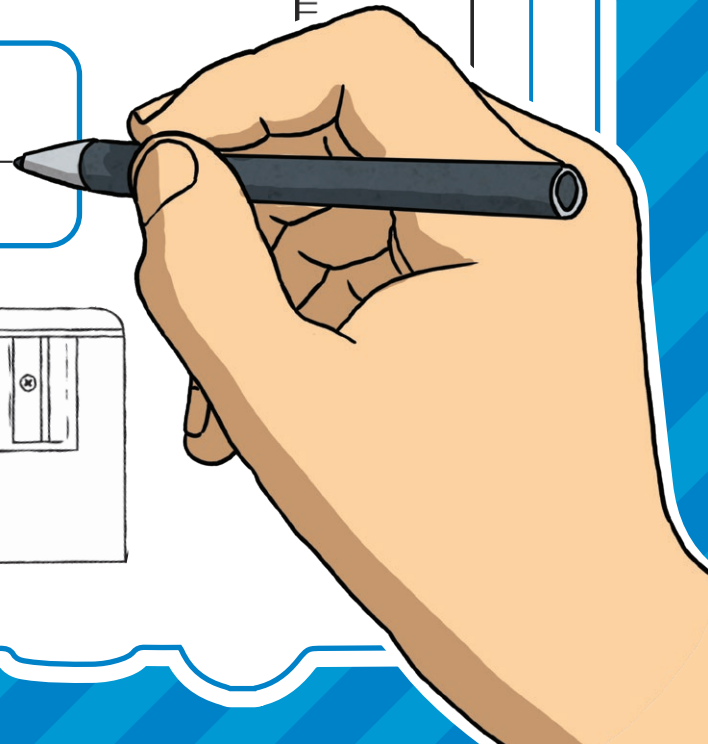


# Year 5 Writer's Toolkit



Child's Name: \_\_\_\_\_



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<b>Modal Verbs</b> (indicating possibility)	<b>Active Voice</b>	<b>Passive Voice</b>	<b>Simple Past</b>	<b>Simple Present</b>	<b>Past Progressive</b>	<b>Future Perfect</b>
could, should, would, can, may, might, must, shall, ought, will	Paul kicked the ball. Eva licked the lolly.	The ball was kicked by Paul. The lolly was licked by Eva.	Lily licked the lolly.	Paul kicks the ball.	Paul was kicking the ball. Eva was licking the lolly.	Paul will have kicked the ball.
<b>Present Progressive</b>	<b>Past Perfect</b>	<b>Subjunctive</b>	<b>Adverbs</b> (indicating possibility)	<b>Present Perfect</b>	<b>Punctuating Bullet Points</b>	<b>Simple Future</b>
Paul is kicking the ball. Eva is licking the lolly.	Paul had kicked the ball past the goal-keeper.	If Paul were a better footballer, he could kick the ball straight.	never, always, often, rarely, maybe, perhaps, probably	Paul has kicked the football. I have eaten the lolly.	Eva is hoping to: <ul style="list-style-type: none"> <li>• make lollies</li> <li>• play football with Paul</li> </ul> The plan for this lesson is: <ul style="list-style-type: none"> <li>• We will learn more about SPaG.</li> <li>• The class will have fun.</li> </ul>	<ul style="list-style-type: none"> <li>• Paul will kick the ball.</li> <li>• Lily is going to lick the lolly.</li> </ul>
<b>Relative Clause</b>	<b>Expanded Noun Phrase</b>	<b>Commas</b> (to clarify meaning)	<b>Colons</b>	<b>Colons</b> (to introduce a list)		
Paul, who enjoyed football, played every week.	The dark-haired girl with a taste for frozen lollies.	Eva likes fruit pasta and a drink for lunch. 'Fruit pasta!' Eva likes fruit, pasta and a drink for lunch.	Paul likes two things: football and reading.	The children will need several items: lollies, footballs and books.		
<b>Hyphens</b> (to avoid ambiguity)	<b>Brackets, Dashes and Commas</b> (for parenthesis)	<b>Dashes</b>	<b>Semi-Colons</b>	<b>Relative Pronouns</b> used at the beginning of a relative clause	<b>Future Progressive</b>	
a man eating snake a man-eating snake	<ul style="list-style-type: none"> <li>• Eva (the lolly fan) is ten.</li> <li>• Paul - the football fan - plays in goal.</li> <li>• Eva and Paul, my friends, are kind.</li> </ul>	Eva and Paul are friends - they have known each other for years.	Eva loves lollies; strawberry-flavoured ones are her favourite.	who, whom, which, whose, that, where, when Cheetahs, which are the fastest land mammals, have a decreasing population.	Paul will be kicking the ball.	

## Adjectives

People	Objects	Good Feelings	Bad Feelings	Size	Time
adorable	bright	brave	angry	big	ancient
adventurous	clear	calm	annoyed	colossal	brief
aggressive	distinct	cheerful	anxious	enormous	early
annoying	drab	comfortable	ashamed	gigantic	fast
beautiful	elegant	courageous	awful	great	late
caring	filthy	determined	bewildered	huge	modern
clumsy	gleaming	eager	bored	immense	old
confident	grotesque	elated	confused	large	quick
considerate	long	encouraged	defeated	little	rapid
excitable	magnificent	energetic	defiant	long	short
glamorous	precious	enthusiastic	depressed	mammoth	slow
grumpy	sparkling	excited	disgusted	massive	swift
happy	spotless	exuberant	disturbed	meagre	young
helpful	strange	fantastic	dizzy	mighty	
important	unsightly	fine	embarrassed	mini	
intimidating	unusual	healthy	envious	minuscule	
obnoxious	valuable	joyful	frightened	petite	
odd		pleasant	hungry	puny	
talented		relieved	lonely	short	

## Adverbs

How?	When?	How Often?	Where?	How Much?	More Useful Adverbs
angrily	afterwards	always	above	almost	additionally
anxiously	again	annually	around	completely	insufficiently
cautiously	beforehand	constantly	away	entirely	hence
cheerfully	early	daily	below	little	consequently
courageously	lately	hourly	down	much	fittingly
crossly	never	monthly	downstairs	rather	appropriately
cruelly	now	never	everywhere	totally	suitably
defiantly	often	occasionally	here	very	however
doubtfully	punctually	often	inside		
elegantly	recently	once	outside		
enthusiastically	soon	regularly	there		
foolishly	then	repeatedly	up		
frantically	today	sometimes	upstairs		
gently	tomorrow	usually	wherever		
gladly	yesterday	yearly			
gracefully					
happily					
hungrily					
loudly					

## Nouns

Abstract	Collective	Concrete	Compound	Pronoun	Proper
confusion	bunch	banana	armchair	he	Australia
despair	collection	book	childhood	her	December
excitement	family	chimney	haircut	him	Friday
fear	group	cloud	headphones	his	Jane
hate	herd	door	hockey stick	I	London
imagination	pack	friend	iceberg	it	Mount Kilimanjaro
leadership	pile	plane	output	ours	Mr Smith
longing	swarm	snow	suntan	she	Romeo and Juliet
love	team	table	toothpaste	them	Taj Mahal
peace		teacher	underground	they	Titanic

## Verbs

Movement		Voice	Objects	Emotion	Sense	Thought	More Useful Verbs
bounce	run	giggle	bend	admire	caress	comprehend	change
carry	shake	hum	break	bawl	eat	conceive	collect
collapse	skip	laugh	burn	blubber	feel	contemplate	design
crawl	sneak	rap	control	cry	hear	daydream	focus
dance	spin	scream	fold	despair	lick	dream	identify
dash	split	shout	melt	frown	listen	evaluate	locate
drive	stroll	sigh	mend	grin	observe	lament	plan
hit	stumble	sing	mould	laugh	smell	meditate	search
hop	tap	sob	open	love	sniff	ponder	select
hurry	throw	talk	repair	sigh	taste	reflect	suggest
jump	trudge	whisper	smash	smile	touch	speculate	
leap	turn	yawn	snap	smirk		think	
live	walk		stretch	tremble		visualise	
pull	wander		throw	weep		wonder	
push	wave		twist	wince			
roll	wind						
rotate	zoom						

shouted		called		whispered		mentioned		announced
	mumbled		uttered		whined		argued	
chanted		moaned		yelled		grumbled		exclaimed
	retorted		murmured		screached		responded	
cried		chattered		chuckled		giggled		wailed
	explained		demanded		complained		babbled	
bellowed		asked		replied		answered		roared
	replied		lied		pleaded		stated	
cackled		yawned		boasted		gasped		stammered
	stormed		voiced		sobbed		screamed	
observed		howled		pestered		queried		recited
	sighed		groaned		grunted		shrieked	
ranted		thundered		reported		uttered		remarked



A noun is a thing, person or idea. An expanded noun phrase provides extra information about the noun. You can use a determiner, adjectives and a prepositional phrase within your expanded noun phrase to describe and specify details about the noun.

Use the boxes below to plan out and construct an expanded noun phrase, such as: the fierce, ugly troll beneath the bridge.

Determiner		Adjectives		Noun		Prepositional Phrases	
A determiner is a word which comes before a noun or any modifiers, such as adjectives. They introduce the noun and give the reader important information about it.		Adjectives are words which describe a noun. You can use two adjectives to describe a noun but they must be separated by a comma, e.g. the huge, hairy spider.		The noun is the thing, person or idea that the expanded noun phrase is about.		A preposition is a word which indicates place or direction. A prepositional phrase usually includes a preposition and a noun or a pronoun.	
the	our	colourful	obnoxious	socks	paper	beside the river	
a	your	gigantic	mischievous	bus	lettuce	near the town	
an	five	miniature	crumpled	engine	caravan	in the water	
my	some	pristine	exstatic	bottle	tongue	during the night	
these	many	dilapidated	muscular	television	Linda	through the winter	
her	those	ancient	rectangular	pond	imagination	this evening	
				custard		on the table	
						between the houses	
						underneath the waterfall	
						before morning	
						towards home	

Fronted adverbials are words, phrases or clauses at the beginning of a sentence which are used to describe the action that follows.

Time	Frequency	Place	Manner	Possibility
Afterwards,	Often,	Above the clouds,	Sadly,	Almost unbelievably,
Already,	Again,	Below the sea,	Slowly,	Much admired,
Always,	Daily,	Here,	Happily,	Nearly asleep,
Immediately,	Weekly,	Outside,	Awkwardly,	Quite understandably,
Last month,	Fortnightly,	Over there,	Bravely,	Really happily,
Now,	Yearly,	There,	Like a ...,	Perhaps,
Soon,	Sometimes,	Under the ground,	As quick as a flash,	Maybe,
Yesterday,	Rarely,	Upstairs,	As fast as he could,	Just arrived,
Today,	Every second,	In the distance,	Without a sound,	Certainly amused,
Tomorrow,	Twice a year,	Between the sea and the sky,	Without warning,	Obviously angry,
Next year,	Once a minute,	Everywhere she looked,	Unexpectedly,	Definitely confused,
In January,	Once,	Around the tent,	Unfortunately,	Completely exhausted,
On Tuesday,	Once or twice,	Back at the house,	Suddenly,	Barely alive,
In the morning,	Three times,	Nearby,	Mysteriously,	Out of breath,
After a while,	Constantly,	Down by the cliffs,	Frantically,	Decidedly unimpressed,
As soon as she could,	Regularly,	Behind the shed,	Anxiously,	Perfectly confident,
Before long,	Frequently,	In the wooden box,	Courageously,	Positively trembling with excitement,
All of a sudden,	Infrequently,	Over my bed,	Silently,	Purely practically,
In the blink of an eye,	Occasionally,	Somewhere near here,	Curiously,	Somewhat flustered,
Just then,	Rarely,	Far away,	Nervously,	Utterly joyous,
Eventually,	Never in my life,	Wherever they went,	Rapidly,	Totally overwhelmed,
Later,	Never before,	North of here,	Carefully,	

**-ly Openers to Build Tension**

Cautiously creeping down the pathway,

Swiftly running for cover,

Calmly working out their escape route,

Horrifically wounded and barely breathing,

Desperately looking for a way out,

Frustratingly coming to another dead end,

Exhaustedly hammering on the front door,

Bewilderedly searching for daylight,

Ridiculously lost and running out of time,

Ferociously growling at the helpless sisters,

Aggressively brandishing her weapon,

**-ly Openers to Convey Characters' Feelings**

Embarrassingly late again,

Shockingly moved by the harrowing story,

Excitedly tearing open her Christmas presents,

Disappointedly finishing last in the race,

Gleefully skipping into school,

Proudly watching the children playing,

Regrettably informing the passengers,

Critically glaring around the room,

Furiously scolding the workers,

Nervously walking up to the front,

Miserably packing up her things,

**-ly Openers to Describe Settings**

Strikingly beautiful,

Gradually appearing through the trees,

Unimpressively early,

Lusciously moist and teeming with wildlife,

Vividly bright and colourful,

Perfectly warm and comfortable,

Terribly later than planned,

Stunningly impressive,

Shockingly cold and windy,

Magnificently imposing and bathed in sunlight,

Extravagantly decorated and luxurious,

**-ly Openers to Add Action**

Silently moving through the dead of the night,

Athletically sprinting for the bus,

Noisily slurping his milkshake,

Painfully limping on her twisted ankle,

Boisterously play-fighting,

Restlessly fidgeting in her seat,

Pathetically shuffling along the road,

Hurriedly getting dressed,

Carefully avoiding the giant spider webs,

Comically rolling out of bed,

Abruptly coming to a standstill,

**-ed Openers to Build Tension**

Stunned by the deafening sound,

Petrified that he was alone,

Locked up deep inside the castle,

Buried under all the rubble,

Excited at what was about to unfold,

Unprovoked, dangerous and ready to pounce,

Tormented by the horrifying monster,

Dazed and confused as he regained consciousness,

Abandoned and frightened,

Filled with anxiety and dread,

Blinded by the dazzling lights,

**-ed Openers to Convey Characters' Feelings**

Disappointed with their efforts,

Relieved to hear good news,

Terrified at the sight of the beast,

Aggrieved that they had been tricked again,

Thrilled with her birthday presents,

Exasperated and ready to give up,

Shocked to the core,

Energised after a good meal,

Hypnotised by her beauty,

Frustrated to discover yet another dead end,

Saddened at the news,

**-ed Openers to Describe Settings**

Streaked with yellow and orange,

Stained and crumpled,

Encrusted in gold,

Crammed full of people,

Scattered with sunlight,

Littered and polluted,

Dirtied and cracked,

Covered in grime,

Infused with a wonderful aroma,

Multicoloured and magnificent,

Adorned with beautifully decorated walls,

**-ed Openers to Add Action**

Wounded and fatigued,

Soaked to the skin,

Depleted of energy,

Weakened and moving very sluggishly,

Revitalised and with a new lease of life,

Staggered and stunned as he ran through the jungle,

Lined up carefully in order,

Marched along the corridor like soldiers,

Dragged by their collars to the headmistress,

Crushed in a heap on the floor,

Huddled together,

**-ing Openers to Build Tension**

Advancing towards them,  
 Stopping dead in his tracks,  
 Doubting they would be able to escape,  
 Suspecting the worst,  
 Hearing a curious sound,  
 Looking behind her,  
 Anticipating his next move,  
 Hoping to get out alive,  
 Fearing their answer,  
 Holding his breath,  
 Seizing their opportunity,  
 Searching for the way out,  
 Clutching it tightly,

**-ing Openers to Convey Characters' Feelings**

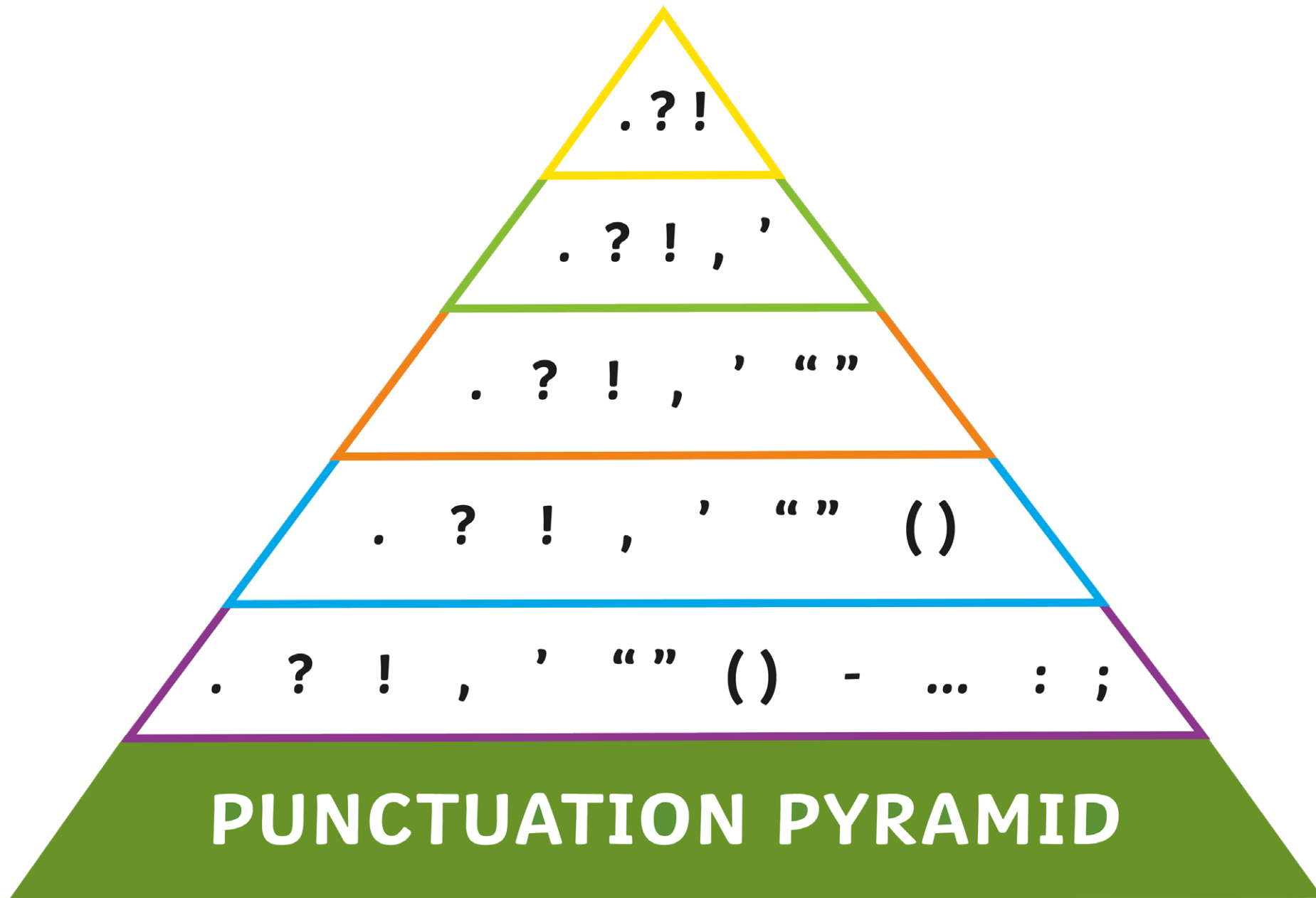
Screaming in pain,  
 Crying with laughter,  
 Smiling through gritted teeth,  
 Feeling exhausted,  
 Gaspng for air,  
 Trembling with fear,  
 Fighting back her tears,  
 Yelling loudly,  
 Breathing heavily,  
 Singing light-heartedly,  
 Yawning in boredom,  
 Regretting her outburst,  
 Hiding his true feelings,

**-ing Openers to Describe Settings**

Scanning the horizon,  
 Gazing out of the window,  
 Swaying in the breeze,  
 Falling from the sky,  
 Plodding through the thick mud,  
 Soaking up the sunshine,  
 Sweltering in the heat,  
 Shivering in the icy air,  
 Glistening in the distance,  
 Trudging through the bustling crowd,  
 Lurking within the narrow passageways,

**-ing Openers to Add Action**

Running like the wind,  
 Scrambling over the wall,  
 Tiptoeing through the...,  
 Crashing to the ground,  
 Diving for cover,  
 Moving quickly,  
 Jumping out of bed,  
 Heading out of the door,  
 Bursting into the room,  
 Escaping its clutches,  
 Treading carefully,  
 Saying goodbye,



Try to remember these important subordinating conjunctions.

**If****Since****As****When****Although****While****After****Before****Until****Because**

Use subordinating conjunctions in different positions within your sentences.

**Although** he made me jump, I was thrilled to see a wabub behind the tree.

I am going on a wabub hunt **after** I have eaten my dinner.



**I SAW A WABUB!**





**Adverbials are words or phrases that are used to modify a verb or clause. Adverbials may be adverbs, preposition phrases or subordinate clauses. Adverbials can be used to create cohesion within and across paragraphs.**

*time, place, number, exception, cause and effect, contrast or comparison, clarification and emphasis or addition*

Time		Place		Number/Frequency		Exception	
in the beginning	meanwhile	near this location	inside the cave	firstly	occasionally	despite this	other than
only yesterday	simultaneously	around here	out in the countryside	secondly	rarely	aside from	with the exception of
until then	after that	in the city	along the lane	lastly	every so often	despite	apart from
to begin with	straight away	behind the clouds	here in this room	once	often	excluding	however
at first	presently	beyond the wall	over the street	twice	sometimes	even though	besides

Cause and Effect		Contrast/Comparison		Clarification		Emphasis/Addition	
as a result	due to	on the other hand	rather than	in fact	for instance	to clarify	above all else
for this reason	therefore	alternatively	compared with	in other words	in essence	most importantly	as well as
subsequently	so as to	similarly	on the contrary	to clarify	to summarise	especially	in addition to this
hence	because of this	nevertheless	in comparison	above all	to illustrate this	primarily	also
as a consequence	consequently	in contrast	however	the main reason for this	in conclusion	furthermore	moreover



Cheeks
blushing
dimpled
glowing
hollow
pale
pallid
plump
rosy
ruddy
sunken
tear-stained

Chin/Jaw
angular
chiselled
defined
hairy
protruding
round
smooth
soft
square
strong
unshaven

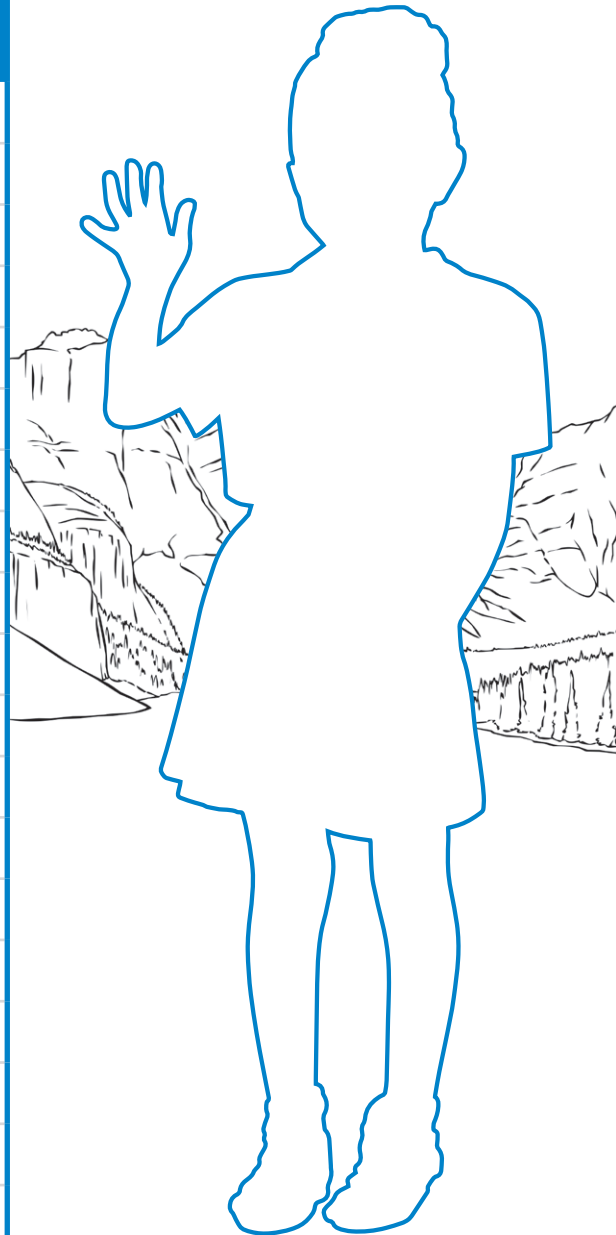


Ears
hairy
jug-like
large
pierced
protruding
small

Hair
bald
braided
curly
dishevelled
greasy
knotted
messy
neat
ragged
receding
untidy
tidy
wavy
wiry
wispy
ruffled
shoulder-length
spiky
straight
tangled

Eyes
beady
bloodshot
blue
bright
brown
bulging
clear
dark
dead
frightened
gentle
green
grey
little
luminous
shining
stony
sunken
thin
wide

Nose
bent
crooked
elegant
freckled
frostbitten
hooked
impish
neat
oversized
piggy
pointed
prominent
regal
runny
sharp
squashed
twisted
upturned
wrinkled



Mouth
cavernous
delicate
downturned
frothing
gaping
puckered
slobbering
smiling
sulking
thin
toothless
wide
wrinkled
yawning

Teeth
black
buck
chattering
clenched
crooked
dagger-like
dazzling
ferocious
gleaming
gnashing
goofy
grinding
jagged
large
perfect
protruding
razor-like
sharp
shining
ugly

Face
blood-stained
contorted
dimpled
downcast
expressionless
familiar
fierce
flushed
freckled
fresh
friendly
frightened
honest
menacing
pale
pretty
ruddy
sallow
smiling
square
swollen
weather-beaten

Chest
battle-scarred
bony
broad
feeble
hairy
heaving
puny
tattooed
well-defined

Stomach
bulging
distended
firm
flabby
flat
lean
protruding



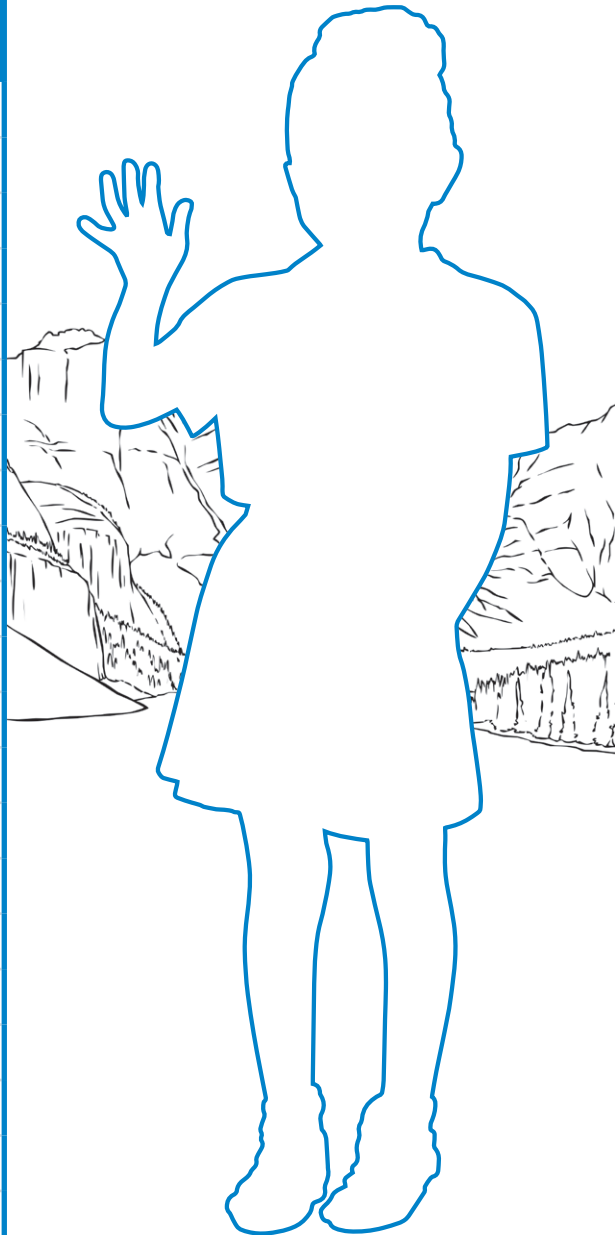
Arms
awkward
bulging
frail
gangly
hairy
lifeless
long
motionless
muscular
outstretched
powerful
restless
rigid
strong
weary

Fingers
bony
long
short
stubby
withered

Fingernails
bitten
broken
claw-like
dirty
painted

Overall Appearance	
athletic	pallid
beautiful	pasty
blotchy	plump
brawny	puny
bronzed	rangy
burly	scarred
frail	scrawny
fragile	skeletal
gangly	slender
gaunt	slight
gawky	statuesque
haggard	stocky
herculean	strapping
hideous	trim
lanky	voluptuous
lifeless	weak
lithe	willowy
muscular	wiry
overweight	wrinkled
pasty	

Build/Figure
athletic
burly
chubby
compact
gangly
gaunt
heavysset
lanky
lithe
muscular
petite
scrawny
skinny
slender
slight
solid
statuesque
stocky
strapping
thin
willowy



Feet
bare
big
cold
dainty
flat
grubby
sandalled
slipped
small
sore
stinky
stubby
swollen
unsightly
weary

Legs
bandy
bowed
graceful
hairy
long
muscular
rickety
shivering
short
slender
spindly
thread-like

## Character Traits Word List

adventurous	cheerful	demanding	fearless	hard-working	irresponsible	persistent	spoiled
aggressive	clever	dependable	fiery	honest	jealous	pessimistic	strict
ambitious	clumsy	devious	flexible	hopeless	kind	polite	stubborn
annoying	conceited	dishonest	focused	humble	lazy	proud	talented
anxious	confident	disloyal	foolish	humorous	leader	respectful	thoughtful
arrogant	considerate	disrespectful	forgetful	hyper	loving	rude	thoughtless
athletic	cooperative	dramatic	friendly	imaginative	loyal	selfish	tricky
bossy	courageous	eager	funny	immature	mean	sensitive	trustworthy
brave	coward	empathetic	giving	impatient	moody	serious	unfriendly
calm	creative	encouraging	gloomy	impolite	obnoxious	shy	unintelligent
caring	cruel	energetic	greedy	inspirational	optimistic	sneaky	weak
charming	daring	fair	grouchy	intelligent	patient	social	

Gender	Emotions and Character Traits	Actions	Body Parts
The high walls around the city protected her citizens,	The disobedient fire raged on,	The leaves waved in the wind,	The river's belly swelled,
The storm screamed as he raced through the town,	The brambles spitefully lashed out at me,	The dandelions stood tall and proud,	The forest of trees stretched their arms to reach the sun,
The book murmured his story from the shelf,	The angry clouds hung dark overhead,	The toast jumped out of the toaster,	Her head screamed in agony,
The wind sang her mournful song through the falling leaves,	My computer hates me,	The flames licked the side of the walls,	The vines wove their fingers together around the old oak tree,
The sand stretched out her long limbs beside the water's edge,	The lightning lashed out in fury,	The sunlight scattered it's rays,	The daffodils nodded their yellow heads at the walkers,
The blanket wrapped her comforting arms around the sleeping child,	The tomatoes peeked out, shy and red-cheeked,	The autumn leaves danced across the lawn,	The house grumbled and sighed, settling down its old bones,
The avalanche devoured anything standing in his way,	The cake was tormenting her,	The ocean tickled my feet,	At the heart of the city,
The ocean bellowed as she crashed on the shore,	The storm howled its objection,	The thirsty crops begged for water,	Even the walls had ears,
The tornado was enjoying herself as she tore through the town,	The branches moaned under the weight of the ripe apples,	The wonderful aroma crept into the room,	The door stretched its arms wide to welcome us home,
Crouching low, the old cottage looked bent to her knees,	The kettle whistled impatiently,	The light drizzle gently kissed my cheeks,	My stomach growled noisily,

## 200 High Frequency Words

across	better	dragon	found	head	lived	new	right	take	under
after	birds	duck	fox	home	long	next	river	tea	us
again	boat	each	friends	horse	looking	night	room	tell	use
air	book	eat	fun	hot	looks	one	round	than	want
along	box	eggs	garden	how	lots	only	run	that's	wanted
am	boy	end	gave	I'll	magic	or	sat	there's	water
animals	can't	even	giant	I've	man	other	say	these	way
another	car	ever	girl	inside	many	our	school	thing	well
any	cat	every	going	its	may	over	sea	things	we're
around	clothes	everyone	gone	jumped	miss	park	shouted	think	where
away	cold	eyes	good	keep	more	place	sleep	thought	which
baby	coming	fast	gran	key	morning	plants	small	three	white
bad	couldn't	feet	grandad	king	most	play	snow	through	who
bear	cried	fell	great	know	mother	please	something	told	why
because	dark	find	green	last	mouse	pulled	soon	took	wind
bed	did	first	grow	laughed	much	queen	still	top	window
been	didn't	fish	hard	let	must	rabbit	stop	town	wish
before	different	floppy	has	let's	narrator	ran	stopped	tree	work
began	dog	fly	hat	liked	need	really	suddenly	trees	would
best	door	food	he's	live	never	red	sun	two	yes

## Year 5 and 6 Statutory Spellings

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



## Working Towards

### Punctuation Power!

<b>A</b>	Capital letters for the start of sentences, names and places.
.	A full stop at the end of a sentence.
!	Exclamation marks for exclamations or surprise.
?	Question marks for questions.
'	Apostrophes for showing something belongs to someone and to mark missing letters in contracted words, e.g. didn't.
,	Commas to separate items in a list and to mark fronted adverbials and clauses.

### Have you...

- made your verbs and subjects agree? was/were did/done
- written in the correct tense and person?
- written in paragraphs?
- included all the features of the genre?

### Splendid Subordination!

Use these conjunctions to create super complex sentences:

**if because as**  
**before after until**  
**unless since when**

Can you use subordinate clauses in different places in your sentences?

After Superman arrived, the dangling bus was saved from the cliff top.

### Expanded Noun Phrases: Get Descriptive!

a magnificent, sparkling necklace with priceless diamonds

the ferocious, snarling beast inside the cage

the breathtaking, scenic view beyond the valley

### Can You Sneak in an Extra Clause?

Use 'which' or 'who' to add extra information! Be careful with your commas!

Queen Elizabeth II, who reigned for 70 years, had four children.

Hedgehogs eat garden snails, which is important within the food chain.

### Marvellous Modals!

Include modal verbs to show possibility:

can/ cannot could/ could not  
 should/ should not might/ might not  
 must / must not may/ may not  
 would/ would not will/ will not  
 ought/ ought not

### Spellings... I need to know many of these:

accident(ally)	consider	grammar	natural	question
actual(ly)	continue	group	naughty	recent
address	decide	guard	notice	regular
although	describe	guide	occasion	reign
answer	different	heard	occasionally	remember
appear	difficult	heart	often	sentence
arrive	disappear	height	opposite	separate
believe	early	history	ordinary	special
bicycle	earth	imagine	particular	straight
breath	eight	increase	peculiar	strange
breathe	eighth	important	perhaps	strength
build	enough	interest	popular	suppose
business	exercise	island	position	surprise
busy	experience	knowledge	possess(ion)	therefore
calendar	experiment	learn	possible	though
caught	extreme	length	potatoes	thought
centre	famous	library	pressure	through
century	favourite	material	probably	various
certain	February	medicine	promise	weight
circle	forward(s)	mention	purpose	woman
complete	fruit	minute	quarter	women

### FRONT IT OUT!

Use fronted adverbials with a comma to help to link sentences and paragraphs:

**Time** At that moment, On Saturday, Finally,

**Place** Over the bridge, Inside the chest, Beyond the clouds,

**Frequency** Every few weeks, Never before, Occasionally, Often,

**Manner/ Behaviour** As quick as a flash, Breathing heavily,

Waiting anxiously, Without warning, Totally overwhelmed,

# Expected

## Punctuation Reminders:

<b>A</b>	Capital letters for sentences, initials and proper nouns.
.	Full stops.
<b>!</b>	Exclamation marks for exclamations or surprise.
<b>?</b>	Question marks.
'	Apostrophes for possession and missing letters and to mark missing letters in contracted words, e.g. didn't.
,	Commas in lists and to mark parenthesis, fronted adverbials and clauses.
“ ”	Inverted commas for speech.
-	Hyphen to connect words together.
-	Dashes to show longer pauses or parenthesis.
( )	Brackets for parenthesis.

## Super Suffixes!

- ation** preparation sensation
- ous** courageous curious serious
- ly** gently angrily frantically

## Spellings... I need to know most of these:

accommodate	correspond	hindrance	recognise
accompany	criticise	individual	recommend
according	curiosity	interfere	relevant
achieve	definite	interrupt	restaurant
aggressive	desperate	language	rhyme
amateur	determined	leisure	rhythm
ancient	develop	lightning	sacrifice
apparent	dictionary	marvellous	secretary
appreciate	embarrass	mischievous	shoulder
attached	environment	muscle	sincere
available	equip(-ped)	necessary	sincerely
average	equipment	neighbour	soldier
awkward	especially	nuisance	stomach
bargain	exaggerate	occupy	sufficient
bruise	excellent	occur	suggest
category	existence	opportunity	symbol
committee	explanation	parliament	system
communicate	familiar	physical	temperature
community	foreign	prejudice	thorough
competition	forty	privilege	twelfth
conscience	frequently	profession	variety
conscious	government	programme	vegetable
controversy	guarantee	pronunciation	vehicle
convenience	harass	queue	yacht

## Super Subordination!

Use these conjunctions to create super complex sentences:

<b>if</b>	<b>because</b>	<b>as</b>
<b>before</b>	<b>after</b>	<b>until</b>
<b>that</b>	<b>since</b>	<b>when</b>

Use a mixture of simple, compound and complex sentences. Use a thesaurus to up-level your vocabulary choices.

Check for tense, subject/verb agreement, person, paragraphs and genre features!

## Marvellous Modals!

Include modal verbs to show possibility:

<b>can</b>	<b>could</b>	<b>should</b>
<b>might</b>	<b>must</b>	<b>may</b>
<b>would</b>	<b>will</b>	<b>ought</b>

(and their negative versions)

Could you pop in an adverb of possibility?

<b>surely</b>	<b>possibly</b>
<b>certainly</b>	<b>perhaps</b>

## Expanded Noun Phrases:

Get Descriptive!

the ferocious, snarling beast inside the cage  
the breath-taking, scenic view beyond the valley

## Front it Out!

Link your sentences and paragraphs:

**Time**

At that moment, On Saturday,

Finally,

**Place**

Over the bridge, Inside the chest, Beyond the clouds,

**Frequency**

Every few weeks, Never before, Occasionally, Often,

**Manner/ Behaviour**

Breathing heavily, Waiting anxiously, Without warning,

## It's All Relative!

Use a 'which', 'who' or 'that' relative clause to add extra information:

Queen Elizabeth II, who reigned for 70 years, had four children.

Hedgehogs eat garden snails, which is important within the food chain.

The stench was so putrid that it made her eyes water.

## Greater Depth

### Punctuation Reminders:

<b>A</b>	Capital letters for sentences, initials and proper nouns.
.	Full stops.
<b>!</b>	Exclamation marks for exclamations or surprise.
<b>?</b>	Question marks.
'	Apostrophes for possession and missing letters and to mark missing letters in contracted words, e.g. didn't.
,	Commas in lists and to mark parenthesis, fronted adverbials and clauses.
“ ”	Inverted commas for speech.
-	Hyphen to connect words together.
-	Dashes to show longer pauses or parenthesis.
( )	Brackets for parenthesis.

### Super Suffixes!

- ation** preparation sensation
- ous** courageous curious serious
- ly** gently angrily frantically

### Spellings... I need to know all of these:

accommodate	correspond	hindrance	recognise
accompany	criticise	individual	recommend
according	curiosity	interfere	relevant
achieve	definite	interrupt	restaurant
aggressive	desperate	language	rhyme
amateur	determined	leisure	rhythm
ancient	develop	lightning	sacrifice
apparent	dictionary	marvellous	secretary
appreciate	embarrass	mischievous	shoulder
attached	environment	muscle	sincere
available	equip(-ped)	necessary	sincerely
average	equipment	neighbour	soldier
awkward	especially	nuisance	stomach
bargain	exaggerate	occupy	sufficient
bruise	excellent	occur	suggest
category	existence	opportunity	symbol
committee	explanation	parliament	system
communicate	familiar	physical	temperature
community	foreign	prejudice	thorough
competition	forty	privilege	twelfth
conscience	frequently	profession	variety
conscious	government	programme	vegetable
controversy	guarantee	pronunciation	vehicle
convenience	harass	queue	yacht

### Splendid Subordination!

Use these conjunctions to create super complex sentences:

<b>if</b>	<b>because</b>	<b>as</b>
<b>before</b>	<b>after</b>	<b>until</b>
<b>that</b>	<b>since</b>	<b>when</b>

Can you use subordinate clauses in different places in your sentences?

Use a mixture of simple, compound and complex sentences. Use a thesaurus to up-level your vocabulary choices.

Check for tense, subject/verb agreement, person, paragraphs and genre features!

### Front it Out!

Link your sentences and paragraphs:

#### Time

At that moment, On Saturday, Finally,

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Breathing heavily, Waiting anxiously, Without warning,

### Marvellous Modals!

Include modal verbs to show possibility:

<b>can</b>	<b>could</b>	<b>should</b>
<b>might</b>	<b>must</b>	<b>may</b>
<b>would</b>	<b>will</b>	<b>ought</b>

(and their negative versions)

Could you pop in an adverb of possibility?

<b>surely</b>	<b>possibly</b>
<b>certainly</b>	<b>perhaps</b>

### It's All Relative!

Use a relative pronoun to add a relative clause.

**who, which, where, when, whose, that**

Queen Elizabeth II, who reigned for 70 years, had four children.

Hedgehogs eat garden snails, which is important within the food chain.

The stench was so putrid that it made her eyes water.

They had ventured deep into the forest where they began to feel uneasy.

**Am I working at the expected standard?** Have you met all the standards from the previous level? If so, can you...

### Write for different purposes and audiences?

Can you write for a range of purposes and audiences, confidently organising a text depending on audience and purpose?

E.g. writing a set of instructions that utilise presentational features, such as bullet marks or numbered lists, sub-headings and diagrams.

### Describe settings and characters?

Can you describe settings, characters and atmosphere to purposely engage the reader?

E.g. Purposely choosing vocabulary in order to create an atmosphere and feeling within a narrative, which leaves the reader wanting to know more.

### Use dialogue?

Can you use dialogue to develop a character and advance the action with increasing confidence?

E.g. including short conversations between characters within narratives, which reveal information crucial to the plot's development.

### Use organisational features?

Can you select and use organisational and presentational features that are relevant to the text type?

E.g. underlining subheadings within a non-chronological report to make them stand out from the body of text.

### Begin to proofread to précis?

Can you begin to proofread work to trim down longer passages by removing unnecessary repetition or details which aren't important?

E.g. improving writing by recognising repetitive parts and removing or changing them in order to allow the writing to flow better.

### Create linked paragraphs?

Can you create paragraphs that are usually linked well?

E.g. the events of the second paragraph logically and fluently follow on from the events of the first paragraph and start with a suitable linking word or phrase.

### Proofread and assess work?

Can you proofread your work and assess the quality of yours and others' writing and make the necessary corrections and improvements?

E.g. recognising and correcting incorrect grammatical choices and up-levering work with improved vocabulary and punctuation choices.

**Am I working at the expected standard?** Have you met all the standards from the previous level? If so, can you...

### Use commas to clarify?



Can you use commas to clarify meaning or to avoid uncertainty with increasing accuracy?

E.g. The monkey, Bernard, appeared intelligent with many human characteristics. He, unlike other animals, seemed to understand the English language.

### Use the full range of punctuation?



Can you use the full range of punctuation from previous year groups, including:

**Full stops**, e.g. Zoe took a photograph.

**Capital letters**, e.g. Mr Patel was walking his dog Jett.

**Question marks**, e.g. What is wrong with me?

**Exclamation marks**, e.g. How silly that girl was!

**Commas within lists**, e.g. Frogs are green, slimy and cold.

**Apostrophes to show possession**, e.g. The girl's boat slammed into the rocks.

**Apostrophes to show contracted forms**, e.g. You can't do that or you'll get hurt.

### Use a wider range of linking words?



Can you use a wider range of linking words/phrases between sentences and paragraphs to improve the flow of the writing including time adverbials, place adverbials and number?

E.g. The bus stop must reopen because it is essential for shoppers.

**Secondly**, it is a good source of income for the town.

### Use relative clauses?



Can you use relative clauses beginning with a relative pronoun?

E.g. Professor Scribble, **who was a famous investor**, had made a new discovery.

### Use parenthesis?



Can you use brackets, dashes or commas to begin to show parenthesis?

E.g. My teacher (Mr Griffith) is excellent at teaching English. However, my friend, Kayden, doesn't listen.

### Use adverbs and modal verbs?



Can you use adverbs and modal verbs to show degrees of possibility?

E.g. It **might** rain tonight. **Perhaps** you should take an umbrella just in case.

### Spell many verb prefixes?



Can you spell *many* verb prefixes correctly?

E.g. The judge must **overturn** the decision before we can **reopen** the club.



**Am I working at the expected standard?** Have you met all the standards from the previous level? If so, can you...

### Convert nouns/adjectives into verbs?



Can you change nouns or adjectives into verbs using suffixes?

E.g. If you work hard, you will be able to **graduate**.

Jade watched the water **solidify** into ice.

### Spell *many* complex homophones?



Can you spell many complex homophones correctly?

E.g. Dr Habib **practises** medicine at the local doctor's **practice**.

### Spell *many* Y5 and Y6 words correctly?



Can you spell many words correctly from the Y5/6 statutory spellings list?

E.g. Experts **suggest** that, if **parliament** does not create a new **system**, the current **government programme** could be **disastrous** for the **environment**.

### Write legibly and fluently?



Can you write legibly, fluently and with increasing speed?

E.g. *My writing is speedy but always neat.*

**Am I working at greater depth within the expected standard?** Have you met all the standards from the previous level? If so, can you...

### Consistently produce accurate writing?



Can you consistently produce lengthy and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout features for a range of audiences and purposes?

E.g. a portfolio of writing that evidences different writing styles each with a range of devices written for different purposes.

### Describe with carefully chosen vocabulary?



Can you describe settings, characters and atmosphere with carefully chosen vocabulary to build mood, clarify meaning and create pace?

E.g. specifically selecting adjectives, adverbs and fronted adverbials in order to create suspense and tension within a thriller.

### Regularly use dialogue?



Can you regularly use dialogue to develop a character and advance the action?

E.g. a narrative which contains well-written dialogue, which contributes to the story's plot and the development of characters within the text.

### Proofread to précis longer passages?



Can you proofread to trim down longer passages by removing unnecessary repetition or irrelevant details?

E.g. significantly shortening writing to create a snappy, well-thought-out text that contains no unnecessary details.

### Consistently link paragraphs?



Can you consistently link ideas across paragraphs?

E.g. events in all paragraphs logically and fluently follow on from the events of the previous in seamless and smooth transitions.

### Proofread and assess work?



Can you proofread your work and assess the effectiveness of yours and others' writing and make the necessary corrections and improvements?

E.g. recognising and correcting incorrect grammatical choices and up-levelling their work with improved vocabulary and punctuation choices.

**Am I working at greater depth within the expected standard?** Have you met all the standards from the previous level? If so, can you...

### Begin to perform compositions?



Can you begin to perform your own compositions using appropriate intonation, volume and movement so that meaning is clear?

E.g. reading a poem aloud to a group of peers, and changing volume and tone in line with vocabulary choices to create the desired effect.

### Consistently use commas to clarify?



Can you consistently use commas to clarify meaning or to avoid uncertainty?

E.g. Although she had won the award, Janine cried. Her parents, Susan and Kim, watched on in amazement.

### Use a wide range of linking words?



Can you use a wide range of linking words/phrases between sentences and paragraphs to improve the flow of the writing, including time adverbials, place adverbials and number adverbials?

E.g. Later on, Gina felt exhausted. Beneath the blankets, she tried to catch up on her sleep.

### Confidently use relative clauses?



Can you confidently use relative clauses beginning with a relative pronoun?

E.g. Class 7, **whose attendance was consistently brilliant**, won the trophy.

### Use parenthesis?



Can you use brackets, dashes or commas to indicate parenthesis?

E.g. Marcus – **whose photograph was featured** – celebrated that the article had been published. Joe, **however**, did not.

### Use adverbs and modal verbs?



Can you use a range of adverbs and modal verbs to indicate likelihood?

E.g. I was **certain** that Alice would come for tea but it looks as though she **probably will not** make it.

### Spell *most* verb prefixes?



Can you spell *most* verb prefixes correctly?

E.g. I was **disappointed** when I had to **deactivate** my account.



**Am I working at greater depth within the expected standard?** Have you met all the standards from the previous level? If so, can you...

### Convert nouns/adjectives into verbs?



Can you regularly change nouns or adjectives into verbs using suffixes?

E.g. I had to **notify** the council that I saw Jimmy **falsify** the election documents.

### Spell *most* complex homophones?



Can you spell most complex homophones correctly?

E.g. Ms Turnpike, the school **principal**, set out the school **principles** at the staff meeting.

### Spell *most* Y5 and Y6 words correctly?



Can you spell *most* words correctly from the Y5/Y6 statutory spellings list?

E.g. It was **awkward** to watch the **committee communicate** with such **hindrance** because they were **frequently interrupting** and **interfering** with the **community**.

### Write legibly and fluently?



Can you write legibly, fluently and with increasing speed?

E.g. My *writing is speedy but always neat.*