



# *QHA Writing Workshop Year 5*

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Tuesday 25<sup>th</sup> April 2023.

# *End of Year 5 expectations:*

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- I can use different sentence starters, e.g. present participle (- ing), past participle (-ed), simile, adverbial.
- I am starting to use brackets, dashes and commas for parenthesis.
- I can use semi-colons with a connective to introduce a second independent clause.
- I can use subordinate/ relative clauses to add relevant detail to complex sentences.
- I can use extended noun phrases to add detail, e.g. *olden coins glistening brightly; flickering candle-light, the man with glasses as big as saucers.*
- I can consistently use the correct tense and person and my noun agrees with the verb.
- I am beginning to show I understand the difference between spoken and written language when I use dialogue.
- I can accurately use commas to split clauses.
- I can use of paragraphs of varying length to achieve pace and emphasis, and to structure the plot.
- Paragraphs used to signal a change of time, scene, action, mood or person.
- I can use varied structures to shape and organise text coherently.
- I can use modals to suggest possibility.
- I can use the possessive apostrophe accurately in irregular plurals.

- I can use the appropriate layout for the purpose of my writing.
- Main ideas are sustained and developed in a logical way.
- Information is clearly presented, including detail to add interest, persuade, etc.
- Uses different narrative techniques to engage and entertain the reader.
- Pace is varied and the viewpoint consistent.
- Appropriate tone and style is mostly consistent.
- Characterisation is developed through dialogue.
- I can sustain my ideas and some are developed within and between paragraphs or sections

- My spelling is mostly accurate, including difficult and unfamiliar words.
- I can spell commonly mis-spelt words from the 5 and 6 word list
- I can use a dictionary to check my spellings and use a thesaurus to search for adventurous vocabulary
- I can write neatly and clearly using joined handwriting.
- I can adapt my handwriting to suit purpose.

For each sentence, put a tick in the table to show if a **possessive pronoun** or a **relative pronoun** is underlined.

Sentence	Possessive pronoun	Relative pronoun
The paintings on display are <u>ours</u> .		
I like that watercolour <u>which</u> makes the setting look so calm.		
Is that painting of the horse <u>yours</u> ?		

Tick one box to show which part of the sentence is the **relative clause**.

Ben's sister, who is two years younger, is starting school next term.

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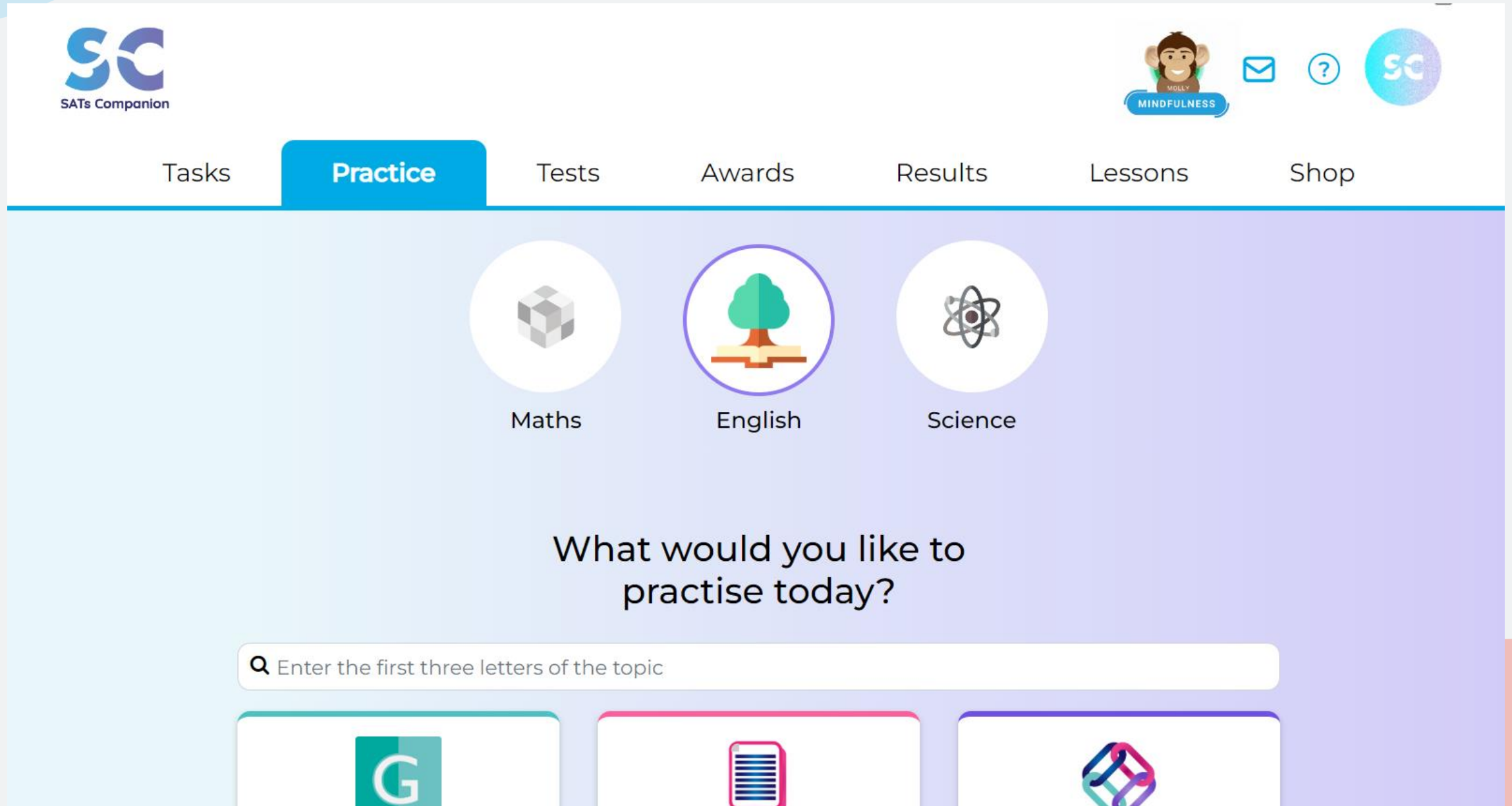
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# How to support at home:





Grammatical Terms



Functions of Sentences



Combining Words,  
Phrases and Clauses



Verb Forms, Tense and  
Consistency



Punctuation



Vocabulary



Standard English and



Spelling



Reading