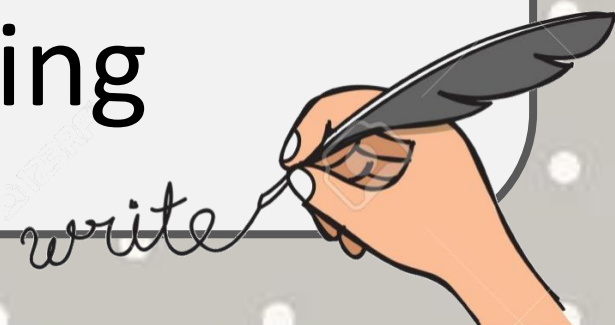




# Writing at The Greville



Supporting your child in writing





READING  
is breathing in

WRITING  
is breathing out



Reading widely and  
often is one of the best  
things you can do to  
support your child with  
writing

imagination

vocabulary

structure





# The Greville Writing Process

1: Immersion

2: Generating  
Ideas

Understanding the audience and purpose of writing.

3: Rehearsal

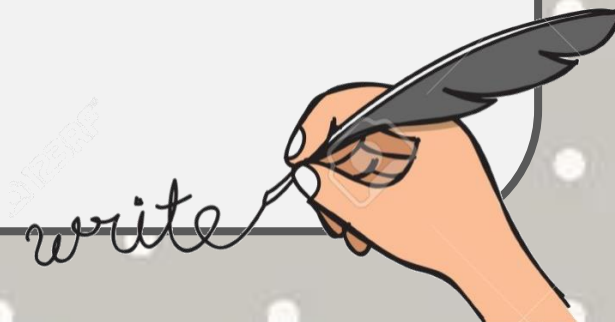
4: Initial Write

Writing inspired by a wide range of high quality texts (books, visual clips etc).

5: Review and  
Revise

6: Publish and  
Share

Focus on rehearsing the skills needed for writing.



# YEAR 5 WRITING CHECKLIST

## Objective based on National Curriculum

### Handwriting and Presentation

Handwriting is mostly joined

Handwriting is legible and letters are appropriately-sized

### Punctuation

Basic punctuation including capital letters, full stops, question and exclamation marks used accurately Y2

Commas in lists and after adverbials Y2/4

Apostrophes for contraction Y2

Apostrophes for possession y4

Inverted commas and other punctuation for direct speech Y4

Use brackets, dashes or commas to indicate parenthesis

Use commas to clarify meaning or avoid ambiguity

### Spelling

Spell commonly used words and homophones correctly

Spell most Year 5 words correctly

### Grammar and Vocabulary

Use tenses accurately and consistently Y4

Use expanded noun phrases, prepositional phrases and adverbials effectively Y3/4

Use a wide range of subordinating and coordinating conjunctions Y3/4

Use relative clauses

Use modal verbs or adverbs to indicate degrees of possibility

Use devices to build cohesion within and across paragraphs

### Composition

Use paragraphs accurately throughout a piece of writing y4

Uses organisational devices to structure text and guide the reader

In narratives describe settings, character and atmosphere

Begin to adapt writing for different audiences and purposes

Make varied and rich vocabulary choices

Proofread for spelling and punctuation errors

Continue to evaluate and edit their writing in order to make improvements



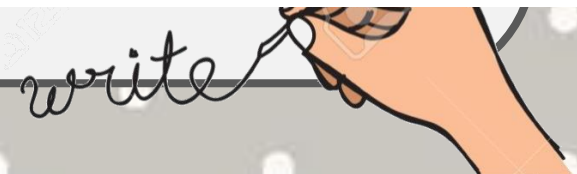


# A Focus on Sentence Structure

## Year 5

Sentence Type	Example
<b>O. (I). Outside (Inside)</b>	He laughed heartily at the joke. (At the same time, it would be true to say that he was embarrassed.) He told the little girl not to be so naughty. (Inside, however, he was secretly amused by what she had done).
<b>Noun, which, who, where</b>	Cakes, <b>which taste fantastic</b> , are not so good for your health. Snakes, <b>which scare me</b> , are not always poisonous. My watch, <b>which has to be wound up</b> , works almost as well as one with a battery.
<b>Many questions</b>	Where is the treasure? the diamonds? the gold? the rubies? What if it rained? poured? thundered? What if she was lost? trapped? captured? murdered?

<b>The more, the more</b>	<b>The more</b> upset she was, <b>the more</b> her tears flowed. <b>The happier</b> she became, <b>the more</b> talkative she seemed to be. <b>The more</b> she thought of home, <b>the more</b> she missed her family.
<b>Personification of weather</b>	The rain <b>wept</b> down the window. (sad) The wind <b>screamed</b> through the branches. (tense) The breeze <b>murmured</b> through the branches. (happy) The snow <b>smothered</b> the town. (claustrophobic)
<b>Name - adjective pair - sentence</b>	Little Johnny - happy and generous - was always fun to be around. Mr Hunter - strict and menacing - never had to shout at his classes.







# Year Group Spelling Words

## Year 5 Challenge Words (curriculum word list)

appreciate	sincerely	disastrous
cemetery	suggest	interfere
conscious	twelfth	nuisance
convenience	amateur	queue
environment	ancient	restaurant
immediately	awkward	rhythm
language	criticise	achieve
sufficient	excellent	apparent
thorough	foreign	bargain
vegetable	pronunciation	bruise
accommodate	symbol	community
available	yacht	mischievous
controversy	equipment	muscle
dictionary	accompany	necessary
marvellous	communicate	vehicle
opportunity	conscience	system
secretary	desperate	

## Our spelling scheme



## Practising Spellings

### **Rainbow Write**

First write each word in pencil. Then trace over each word three times. **Each time you trace, you must use a DIFFERENT colour crayon.** Trace neatly and you will see a rainbow!

### **Silly Sentences**

Write silly sentences using a spelling word in each sentence. Please underline your spelling words! Write neatly!

Example: My dog wears a blue and purple dress when he takes a bath.

### **Hidden Words**

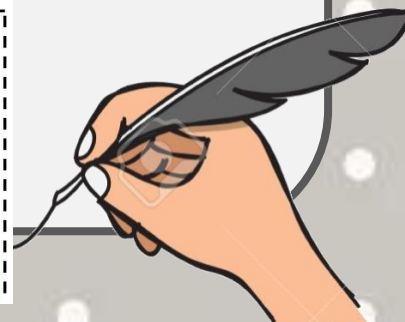
Draw and color a picture. Hide your spelling words inside your picture.

**Show your picture to someone and see if they can find your hidden words!**

### **Backwards Words**

Write your spelling words forwards and then backwards. Write neatly!

**Example:** where erehw





# Handwriting and Writing Fluency



## Nelson Handwriting

**Nelson Handwriting Pupil Book 2** **UNIT 24**

**ly** 

He walked quickly and happily  
down the stairs.

**Focus**

**A** Copy this pattern.

*ly ly ly ly ly*

**B** Copy these letters.

ily ily ily ily ily  
ely ely ely ely ely  
kly kly kly kly kly



Remember, the letter y is a descender. Its tail goes below the line.

**Practising correct height and size of letters**

**Extra**

Copy these words.

happily merrily cheerily  
slowly quickly quietly

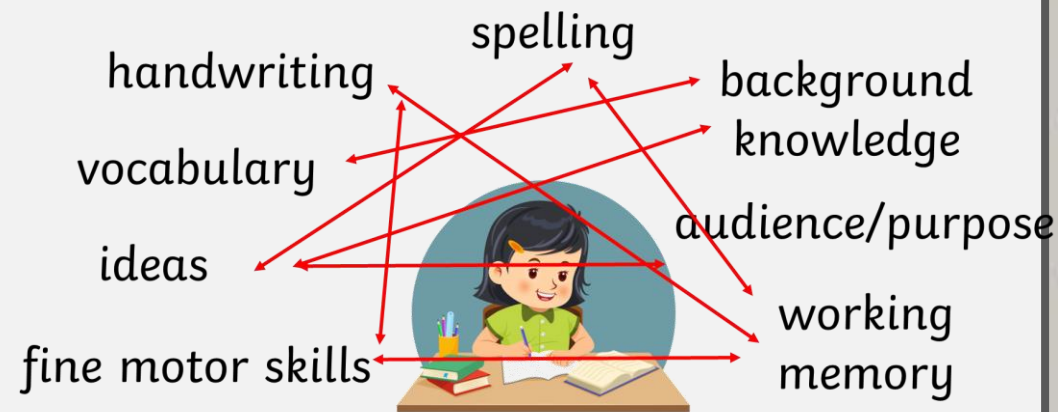
**Extension**

Copy and complete these sentences. Change the adjective to an adverb.

1 **slow** Tom walked \_\_\_\_\_ through the house.  
2 **heavy** The rain fell \_\_\_\_\_ from the sky.  
3 **quiet** The mouse ran \_\_\_\_\_ past the cat.  
4 **happy** We \_\_\_\_\_ ate ice-cream in the rain.  
5 **quick** Mum won the race because she ran \_\_\_\_\_.

Remember, when a word ends in y, delete y and add ily.

Writing involves so many skills and facets. By developing children's handwriting and fluency, children can focus more on the other aspects of writing.





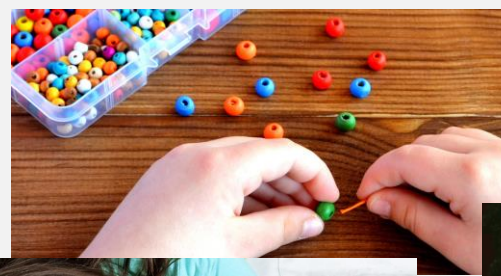


# Some ideas for helping your child at home

**READ  
READ  
READ**



- 1 Honey
- 2 Lemon
- 3 Chicken
- 4 Batter
- 5 green peas
- 6 red pepper
- 7 black pepper
- 8 popcorn



## Here are just some of things you can write together:

Riddles, rhymes, songs, jokes, poems, signs, labels, lists, charts, booklets, games, recipes, instructions, how to guides, everything I know about... letters, anecdotes, vignettes, true stories, invented stories, comics, fairy-tales, myths, experiments, letters, scripts and plays.

