

Year 5 : Literacy Week 4 Day 1

LI: To write a list of instructions

Success Criteria

I order my work in chronological order

I can use time connectives

I can use imperative verbs

Read pages 18-20

Your task today is to write an instruction manual on Tommo can save his food from Big Joe.

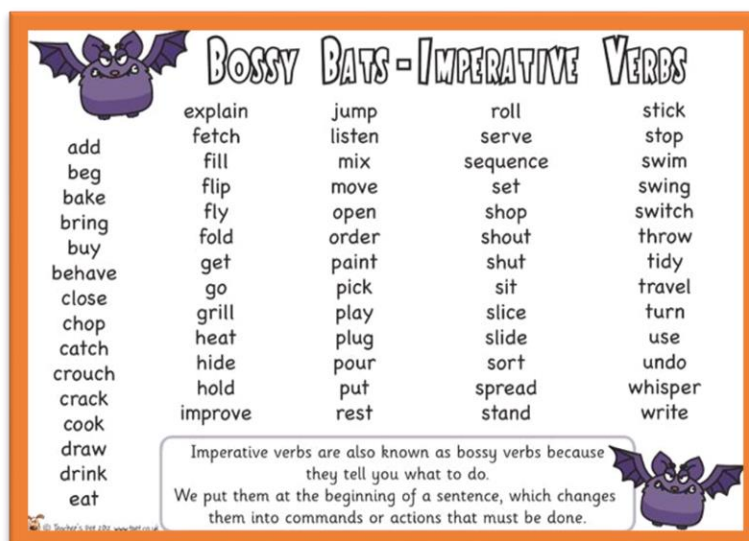
Put yourself in Tommo's position and think about the strategies he could use to save his food. If it was your favourite chocolate bar, how would you make sure that you do not have to share it?

Remember to include:



Time connectives:

Firstly next before after initially after a while in the evening



BOSSY BATS - IMPERATIVE VERBS

add	explain	jump	roll	stick
beg	fetch	listen	serve	stop
bake	fill	mix	sequence	swim
bring	flip	move	set	swing
buy	fly	open	shop	switch
behave	fold	order	shout	throw
close	get	paint	shut	tidy
chop	go	pick	sit	travel
catch	grill	play	slice	turn
crouch	heat	plug	slide	use
crack	hide	pour	sort	undo
cook	hold	put	spread	whisper
draw	improve	rest	stand	write
drink				
eat				

Imperative verbs are also known as bossy verbs because they tell you what to do. We put them at the beginning of a sentence, which changes them into commands or actions that must be done.

Imperative verbs

An instruction guide on how to hide your favourite food you're your brother.

This is an instruction guide on how to save your favourite food you're your brother Big Joe. I know Big Joe is a very kind and loving brother, but I also know how frustrating it is when a sibling eats all of your favourite food. I have created a step by step guide on how to save your favourite snacks.

1. Firstly, you must make sure he does not know you have bought it. The best way to do this is go to the shop when he is busy. This might be when he is busy playing his favourite video game or helping your mum around the house.

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Year 5: Literacy Week 4 Day 2

L.I: To write a setting description

Success Criteria

I can use the 5 senses

I can use figurative language

I can use fronted adverbials

Read page 21.

In this page, we find out that Tommo and Charlie go finishing for Trout at the Brook.

Your task today is to write a setting description of the brook that the visited.

Remember to set the scene by using a range of senses in your description.

We do not know much about the brook so you will need to use your imagination!



Fronted adverbials

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

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

ripples

rustling

fishing rod

trees

country air

up-stream

As Charlie and Tommo made their way towards the river, they were surrounded by the comfort that they were free. Free from worry. Free from stress. Free from all responsibilities. The sun's rays tickled the boys shoulders as they trudged through the long, untouched grass. Unknown sounds came from below their knees and the butterflies chased each other freely around Tommo's fishing rod.

[illegible]

LI: To write a dialogue between Charlie and his dad

Success Criteria

I can select words for impact

I can punctuate my work

I can use direct and reported speech

Read pages 22-24

Your task is to write a conversation between Charlie and his dad.

Remember to add description and action within your dialogue to make sure your work is gripping and interesting!

- What questions would the Charlie have?
- What would his dad have to say to him about his behaviour?
- How could Charlie and his father show their love for one another?

Graveyard

whispered

flowers

comforting

affection

SPaG Knowledge Organiser: Writing Dialogue

Key Vocabulary

inverted commas:

Punctuation marks - " " - used to demarcate direct speech in a sentence.

direct speech: A sentence where the exact words spoken are represented and shown in inverted commas.

dialogue: A conversation or speech that is written down as part of a piece of narrative text.

Try to remember...

Break up your dialogue with extra information and description to keep your reader interested and wanting to read more.

Starting Out!

Recognising what is being said.

If Caleb told me that he wanted an ice cream, Caleb could say the words:

I want an ice cream.

Use It!

Now, write what is being said as direct speech. You will need to correctly punctuate the direct speech using **inverted commas**, a **capital letter** to introduce the speech, a piece of **punctuation** at the end of what is being said and a **reporting clause** to tell the reader who is speaking.

"I want an ice cream," Caleb told me.

Extend It!

To create an extended piece of **dialogue**, you will now need to include a response to what the previous speaker has said.

Each time a new person speaks, use a new line.

"I want an ice cream," Caleb told me.

"Well, you can't have one!" I snappily replied.

"Why not?"

"Mum told you that you can't have a snack before your lunch," I explained.

In extended pieces of dialogue, it is not always necessary to use a reporting clause for every piece of direct speech, as long as it is obvious who would have said it.

Become an Expert!

To become an expert at writing dialogue, try using the reporting clause at the beginning of the sentence. You may also wish to add in extra information:

Whilst stamping his feet and waving his hands towards the cart, Caleb shouted, "I want an ice cream!"

"Well, you can't have one!" I snappily replied, tired of having the same conversation over and over.

"Can you please," I reiterated, "stop irritating me!"

Congratulations – you have reached expert status!

"I know you have been visiting me for quite some time,"

Year 5 : Literacy Week 4 Day 5

LI: To write a narrative

Success Criteria

I can use a range of punctuation correctly

I can use figurative language

I can use description, action and dialogue to move the story forwards.

Read pages 26-28

Big Joe will not be returning to school. Instead of Big Joe returning to school, he will be joining your class.

Your task today is to write a short narrative and imagine what will happen when Big Joe joins your class.

Think about: What will everyone say? What will he think of the classroom? How will your teacher introduce him to the class?



Planning frame

P1) Setting the scene: What is your classroom like?	<ul style="list-style-type: none"> - Bright and peaceful - Excited tension in the air with the excitement of Big Joe joining
P2) How do you and your friends feel? How does Big Joe feel? How do you know?	
P3) What conversation do you have with Big Joe? What do you want to show and tell him first?	
P4) What does Big Joe do at break? How does he get on with his work in class?	
P5) How does your story end? How does Big Joe feel? What is he excited about? How do you feel?	

Refer back to the word banks and your outcomes from the last 2 weeks to help you with your final piece.

Use the example opening to get you going on your own story!

The chaos of the arrival of children surrounded each entrance to the school. Mr O'Brian happily greeted each pupil in his luminous yellow hat. As each line became uniformly filled with silent yet excited children who were waiting to see their teacher after their half term break. As the classes made their way up the stairs one by one, a very lucky class had noticed a shy, smiley and unfamiliar face at the back of their line.

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