



Handwriting must use the correct formation, should be cursive, even, correctly spaced and fluent. Writers can begin to develop their own style.

### Writing a Play Script

#### Key

|                   |                                    |
|-------------------|------------------------------------|
| Character names   | Speech                             |
| Setting the scene | Character directions within speech |
| Stage directions  |                                    |

**NO INVERTED  
COMMAS  
NEEDED**

*The Mad Hatter, Dormouse and Hare are sitting at a table having afternoon tea.  
Alice enters the scene, stage left.*

**Mad Hatter:** *(starts for a moment, pauses and a broad grin appears across his face. He gets up out of his chair and walks across the table towards Alice) It's you.*

**Dormouse:** *(exasperated) No it's not! Hare brought us the wrong Alice!*

**Hare:** *(gasps and throws his hands against his head) It's the wrong Alice!*

**Mad Hatter:** *You're absolutely Alice, I'd know you anywhere!  
(to the rest of the characters at the table)  
I'd know her anywhere!*

*Dormouse and Hare laugh maniacally.*

*Well, as you can see we're still having tea. You're terribly late you know... naughty.*

**Alice:** *I'm incredibly intrigued.*

**Mad Hatter:** *Yes yes of course, but now we must get onto the Frabjous Day!*

**Dormouse & Hare together:** **FRABJOUS DAY!!**

**Mad Hatter:** *We're investigating things that begin with the letter M.*

*(whispers) Have you any idea why a raven is like a writing desk?*



### Narrative Writing

Your story should be written using the following techniques:

- Paragraphs: Vary connectives within paragraphs to build cohesion ; use change of place, time and action to link ideas across paragraphs.
- Use of time slips– both forward and backward
- Vocabulary and dialogue used to move the story on
- Managed shifts in formality
- Varied story openings: flash backs; dialogue between characters; straight into action; a question to the reader; description of character or setting
- Build-up –development of suspense techniques
- Problem / Dilemma –may be more than one problem to be resolved
- Resolution –clear links with dilemma
- Ending –character could reflect on events,; morals or lessons; cliff hanger; look to the future; ask a question; relate back to start

### Writing a Journalistic Report

- Use the past tense
- The report is usually in the near past (yesterday or last week)
- Use the third person
- Do not include your own opinions
- Include quotations from experts or people involved
- Use reported speech as well as direct speech
- Begin with a snappy eye catching headline
- The first paragraph is called the lead paragraph and is an overview of the whole article (who, what, when, why where and how)
- Final paragraph: summarises the story; looks to the future; asks a question
- Can include a photograph with a caption

### Writing a Persuasive Text

- Titles implies a viewpoint
- Reasons need to support viewpoint
- Facts and evidence need to support reasons
- Connectives are needed to link ideas (however, furthermore, in addition, therefore)
- Persuasive devices are used (obviously, without doubt, it is clear, undoubtedly, there is no reason, there can be no question)
- Powerful adjectives used for impact
- Rhetorical questions used to make the reader think
- Conclusion summarises the case and states a clear opinion

Some persuasive texts such as adverts frequently use: Word repetition

- Word alliteration
- Emotional language
- Strong argument
- Bold, colourful, capitalised font

## Features of a Biography

#### Purpose:

To give an account of someone's life



#### Structure:

- Opening statement introduces the subject, and explains why he/she is known
- Significant events are ordered chronologically
- Closing statement explains how this person will be remembered, and sometimes gives the writer's opinion

#### Language Features:

- Refers to named individuals
- Contains dates linked to specific events
- Written in the past tense
- Can include direct and indirect speech and quotes from other sources
- Written in 3<sup>rd</sup> person
- Includes time connectives to link ideas
- Events are anecdotal in style (rather than lists of facts), and engage the reader

# Year 5 & 6 English

# Spelling Grammar and Punctuation

**A SENTENCE must make sense. Re-organising sentences using clauses can create interest and effect**

### Rhetorical Questions

Have you ever thought about using a rhetorical questions? Did you know that they can hook the reader in? Were you aware of the fact that rhetorical questions don't actually need an answer?

Do you think that .. ?  
 Don't you think that .. ?  
 Isn't it time to .. ?  
 Have you ever thought about .. ?  
 Why not .. ?  
 Need a .. ?  
 Need to .. ?  
 Fancy .. ?  
 Fed up with ... ?  
 Bored by ... ?  
 Haven't you always longed for a .. ?  
 Thought about .. ?  
 Worried about .. ?

To add interest to your writing you can use:  
 Personification  
 Alliteration  
 Onomatopoeia  
 Metaphors  
 Similes

**Accurate, basic PUNCTUATION is vital**

Higher level Punctuation should be used whenever you can

Colons– at the start of a list and to separate two independent clauses

Semi-colons– to separate phrases in a list and two independent clauses

Bullet points– at the start of each item in a list

Dashes– same as a colon but less formal

Hyphens– to avoid ambiguity between two words

Brackets—to add information

Parenthesis– brackets, commas and dashes

### GRAMMAR TO USE AND LEARN

Direct Speech: "Time for bed," said Mum.  
 Reported Speech: Mum said that it was time for bed.

**Non-Standard English:** They ain't got nothing.  
**Standard English:** They haven't got anything.

**Non-Standard English:** I love the player what scored.  
**Standard English:** I love the player who scored.

**Non-Standard English:** We was there yesterday.  
**Standard English:** We were there yesterday.

**Non-Standard English:** Pass me them books!  
**Standard English:** Pass me those books!

**Non-Standard English:** I played good.  
**Standard English:** I played well.

### ACTIVE VOICE and PASSIVE VOICE

The active voice of a verb tells us that someone (or something) does the action in a sentence.

The passive voice of a verb tells us that someone (or something) has an action done to them.

|                              |   |                                     |
|------------------------------|---|-------------------------------------|
| James watered the flowers.   |  | The flowers were watered by James.  |
| Sarah finished the homework. |  | The homework was finished by Sarah. |
| The puppy chewed the shoe.   |  | The shoe was chewed by the puppy.   |

### Modal verbs

Modal verbs change the meaning of other verbs. They can express:

|                   |                  |                |
|-------------------|------------------|----------------|
| <b>OBLIGATION</b> | <b>CERTAINTY</b> | <b>ABILITY</b> |
| should            | will             | can            |
| must              | would            | could          |
| ought             | might            |                |
|                   | may              |                |
|                   | shall            |                |

**They danced wildly**  
 (pronoun, verb, adverb)  
 subordinate clause

**until the music stopped.**  
 (subordinating conjunction, determiner, noun)

**Until the music stopped, they danced wildly.**  
 (subordinate clause)

### Synonyms

are words that have the same meaning

large / big

**Antonyms**

are words that have opposite meaning

fast / slow

| prefix  | examples                    |
|---------|-----------------------------|
| ad-     | adapt, admit, advance       |
| de-     | deceive, deform, describe   |
| im-/in- | impose, increase, inform    |
| per-    | perform, persuade, perceive |
| re-     | recall, receive, reproduce  |

### SPELLINGS TO LEARN

|             |             |             |             |             |               |             |
|-------------|-------------|-------------|-------------|-------------|---------------|-------------|
| 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     |             |