

The background of the entire page is a dense, repeating pattern of various colored crayons. The colors include red, orange, yellow, green, blue, purple, pink, grey, and brown. The crayons are oriented in different directions, creating a vibrant and artistic backdrop.

# Year 5

# Writing

# Toolkit

*This Toolkit belongs to:*

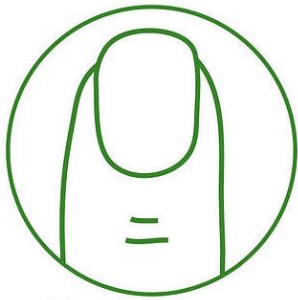
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# Non-negotiables:

Non-negotiables are things that we ALWAYS include in our writing.

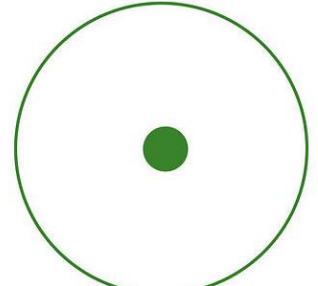
No matter what!



Finger spaces



Capital/lower  
case letters



Full stops

## Year 5 outcomes:



### CHESSWOOD STAR WRITERS



I have no excuse to forget these in my writing

Use **question marks** and **exclamation marks** to demarcate sentences.

**!?**

Use **commas** to separate items in a list. **,**

Use **apostrophes** for contraction and singular possession.

*can't the dog's ball*

Inverted commas for direct speech. **“”**

No Excuse

I must remember the following in my writing

Use **Inverted commas** and other punctuation for direct speech.

**“”**

*The conductor shouted, "Sit down!"*

Use **apostrophes** to mark plural possession.

*the girl's name / the girls' names*

Use **commas** after fronted adverbials **,**

*Before the sun came up, he ate his breakfast.  
All night long, she danced.  
As fast as he could, the rabbit hopped.*

Must Remember

I will do my best this year to ensure I use these in my writing—

Use **brackets, commas** or **dashes** to indicate parenthesis.

*Mr Brown (the caretaker) shouted.*

*Mr Brown, the caretaker, shouted.*

*Mr Brown—the caretaker—shouted.*

Use **commas** to clarify meaning or avoid ambiguity.

*Let's eat grandpa.*

*Let's eat, grandpa.*

**correct punctuation can save a person's life.**

Do My Best



# CHESSWOOD STAR WRITERS



I have no excuse to forget these in my writing -

Use **paragraphs** to group related material.

Change paragraph when you change:  
**TiP ToP**  
Time Person Topic Place

Use **headings** and **sub-headings**.



Use **present perfect** form of verbs

No Excuse

I must remember the following in my writing

Use **paragraphs** to organise ideas around a theme.



Use a **range** of **pronouns** and **nouns** to aid cohesion and avoid repetition.

**Nouns** Susan goes to the pool.  
Susan works at Lakewood Pool.  
Ben asks Susan if Susan wants a party.

**Nouns** Susan goes to the pool.  
**Pronoun** She works at Lakewood Pool.  
Ben asks her if she wants a party.

The lion. The big cat. The King of the Jungle.

Must Remember

I will do my best this year to ensure I use these in my writing—

Use **devices** to build cohesion within a paragraph.

Link ideas across paragraphs using **adverbials** of -

<b>Time</b>	<b>Place</b>
later often	nearby far away
regularly sometimes	under the ground
usually yesterday	back at the house
<b>Number</b>	<b>Tense Choice</b>
secondly	he had seen her before
twice	she didn't run
lastly	they couldn't make it

Do My Best

## Year 5 Text



# CHESSWOOD STAR WRITERS



I have no excuse to forget these in my writing

Use **subordination**

when because if although

Express **time**, **place** and **cause**

using **conjunctions**

where because since

**Adverbs**

yesterday outside therefore

**prepositions**

during under behind

No Excuse

I must remember the following in my writing—

Use **expanded noun phrases** by adding **adjectives**, **nouns** and **preposition phrases**

the teacher



the strict maths teacher  
with curly hair

Use **fronted adverbials**

**FRONTED  
ADVERBIALS**

Must Remember

I will do my best this year to ensure I use these in my writing—

Use **relative clauses** beginning with who which where whose when that

or an omitted relative pronoun

The dog that Mary has is fluffy.

The dog Mary has is fluffy.

Indicate **degrees of possibility**

using **adverbs**

perhaps surely definitely  
or **modal verbs** -

should could would  
have to must will  
may might ought to  
**modal verbs**

Do My Best

## Year 5 Sentence

# Writing structure:

## Clauses and sentences:

A **sentence** is a group of words containing a *verb*.

Eg Carriages *thundered* along the cobbled streets.

A **main clause** is a group of words that makes sense on its own

E.g. There is a girl.

We can put two clauses together using a *conjunction*:

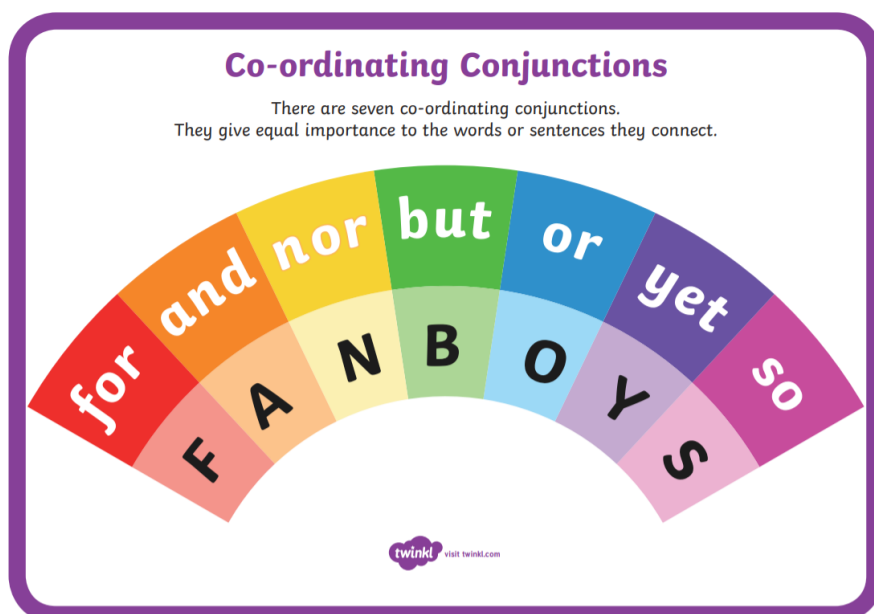
E.g I like writing *but* I prefer drawing.

I like writing, *although* it takes a long time.

If we use a **co-ordinating conjunction** within our sentence we have created a **compound sentence**.

Both clauses make sense on their own but is connected with the conjunction

E.g I like writing *but* I prefer drawing.



If we use a **subordinating conjunction** within our sentence we have created a **complex sentence**.

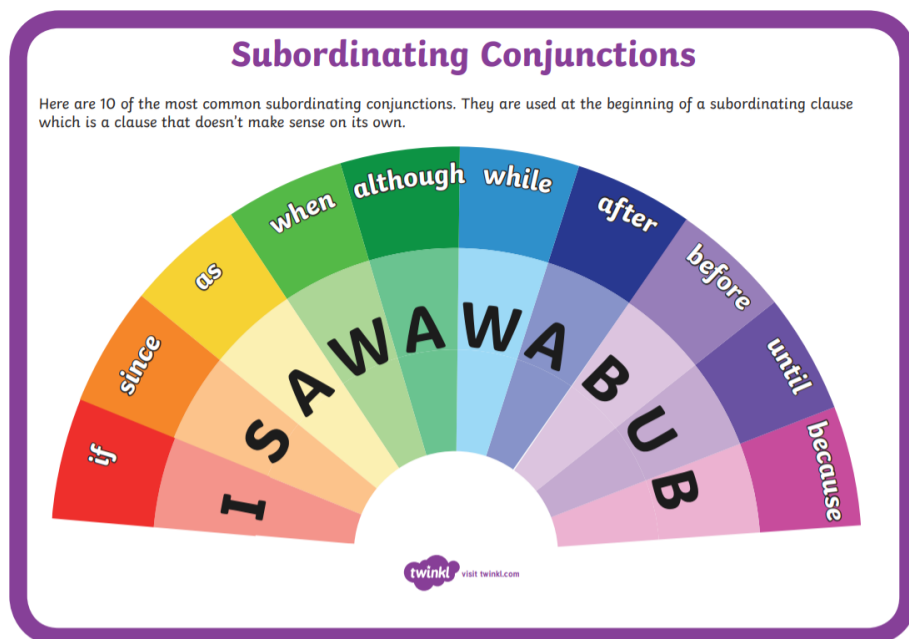
The main clause makes sense on its own, but the **subordinate clause** **does not** make sense on its own.

E.g. I like writing, **although** it takes a long time.

A subordinate clause adds more information to the main clause and always starts with subordinating conjunction.

The subordinating clause can go before or after the main clause - make sure you remember your commas!

E.g. **Although** it takes a long time, I like writing.





## Paragraphs

Paragraphs are a collection of coherent sentences that are organised and all link to a single topic.

Paragraphs help writers to separate different sections of writing, while making it simpler for readers to interpret a text.

Paragraphs change when a **new person talks**, when the **topic changes**, when the **location changes** or when **there is a time change**.

## Parts of a Paragraph

**Topic Sentence:** This sentence tells the reader the main idea, or what the paragraph will be about.

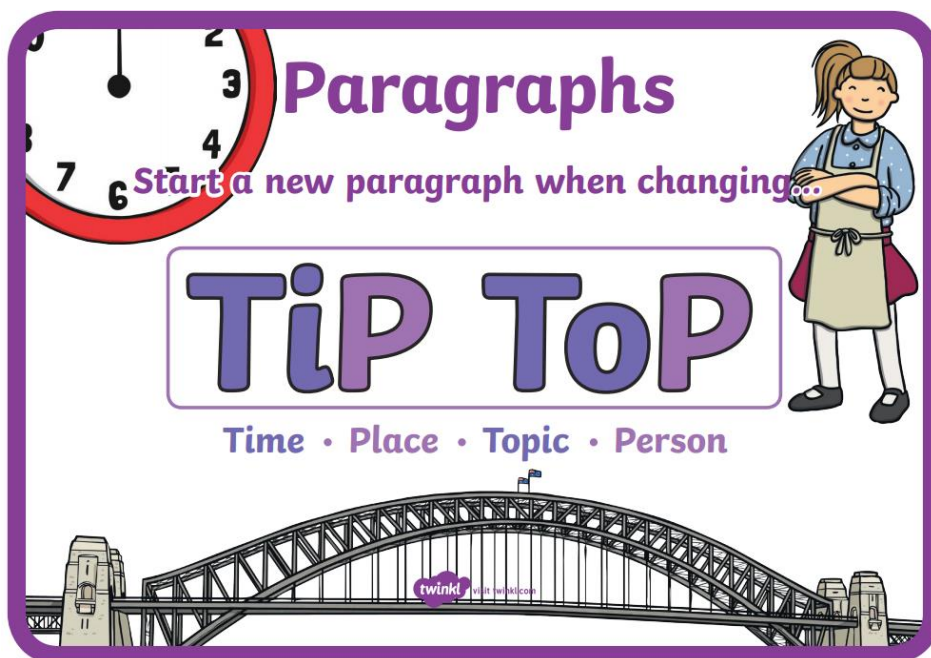
**Supporting Sentence One:** This sentence gives specific details relating to the main idea.

**Supporting Sentence Two:** This sentence gives another specific detail relating to the main idea.

**Supporting Sentence Three:** This sentence gives more specific details relating to the main idea.

**Concluding Sentence:** This sentence refers to the topic sentence and sums up the main idea of the paragraph.

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**Paragraphs**

Start a new paragraph when changing...

**TiP ToP**

Time • Place • Topic • Person

twinkl

# Cohesion:

Cohesion means that writing is well structured with linked ideas that follow a logical pattern.

Sentences and paragraphs **flow** smoothly, and are written in the same tense, meaning the piece of writing as a whole is fluid and makes sense.

## Fronted adverbials:

**Adverbials** are words or phrases that give more information to the sentence. They can be used to link sentences/paragraphs together.

A fronted adverbial is when the adverbial word or phrase is **moved to the front** of the sentence, before the verb.

E.g. **Firstly**, you need to cut the banana.

**DON'T FORGET THE COMMA!**

<b>Adverbials for Cohesion</b> time, place, number, exception, cause and effect, contrast or comparison, clarification and emphasis or addition			
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.			
<b>time</b> in the beginning only yesterday until then to begin with at first meanwhile simultaneously after that straight away presently	<b>place</b> near this location around here in the city behind the clouds beyond the wall inside the cave out in the countryside along the lane here in this room over the street	<b>number/frequency</b> firstly secondly lastly once twice occasionally rarely every so often often sometimes	<b>exception</b> despite this aside from despite excluding even though other than with the exception of apart from however besides
<b>cause and effect</b> as a result for this reason subsequently hence as a consequence due to therefore so as to because of this consequently	<b>contrast/comparison</b> on the other hand alternatively similarly nevertheless in contrast rather than compared with on the contrary in comparison however	<b>clarification</b> in fact in other words to clarify above all the main reason for this for instance in essence to summarise to illustrate this in conclusion	<b>emphasis/addition</b> to clarify most importantly especially primarily furthermore above all else as well as in addition to this also moreover




# Word classes:

## Adjectives:

An adjective is a word that describes a noun (the name of a thing or a place).

E.g. The brave knight fought the aggressive dragon.

## Adjectives

People	Objects	Comfortable feelings	Uncomfortable feelings	Size	Time
adorable adventurous aggressive annoying beautiful caring confident clumsy confident considerate excitable glamorous grumpy happy helpful important intimidating obnoxious odd talented thoughtless timid handsome	bright clear distinct drab elegant filthy gleaming grotesque long magnificent precious sparkling spotless strange unsightly unusual valuable	brave calm cheerful comfortable courageous determined eager elated encouraged energetic excited exuberant fantastic fine healthy joyful pleasant relieved	angry annoyed anxious ashamed awful bewildered bored confused defeated defiant depressed disgusted disturbed dizzy embarrassed envious frightened hungry lonely scared terrified worried	big colossal enormous gigantic great huge immense large little long mammoth massive meagre mighty miniature minuscule petite puny short tall teeny tiny	ancient brief early fast late modern old quick rapid short slow swift young   visit <a href="https://www.twinkl.com">twinkl.com</a>

## Nouns:

A noun is the name of a thing, such as an object, a place, or a person.

Verbs:

A verb is a word used to describe an action, state or occurrence.

Verbs can be used to describe an action, that's doing something.

E.g. The rabbit jumps through the field.

They can also be used to describe a state of being, that's feeling something.

E.g. The monster likes popcorn.

Or a verb can be used to describe an occurrence, that's something happening.

E.g. The caterpillar became a butterfly.

Verbs					
Movement		Voice	Objects	Emotion	Senses
comprehend		conceive	contemplate	daydream	dream
evaluate		lament	meditate	ponder	reflect
speculate		think	visualise	wonder	
More useful verbs...		change	collect	design	focus
		identify	locate	plan	prevent
		suggest	search	select	terminate

Modal verbs

Modal verbs show **possibility** (eg could), **ability** (eg can), **obligation** (eg should) or **permission** (eg may).

E.g. The teacher **may** allow you to go outside.

will

shall

must

ought to

should

can

may

might

could

Modal verbs

Express how likely or necessary something is

They come before the main verb in a sentence

You must go to the park

Modal verbMain verb

Use them with 'not' to make them negative

You must not go to the park

CAN	Ability, doubt, astonishment, permission, Polite request
MAY	Permission, if not prohibition, supposition with doubt
MUST	Obligation, firm necessity, logical conclusion, probability
SHALL	intention, supposition
WILL	Wish, desire, will, confidence, in the future
OUGHT TO	Moral duty, insistent advice, strict recommendation

NEED	(un)necessity
BE TO	Obligation arising out of arrangement or agreement
HAVE TO	Unwillingness, forced circumstances
WOULD	Wish (with "to like"), polite request, a habit of the past
SHOULD	Necessity, advice, blame, recommendation, reproach, regret
USED TO	Repeated action in the past


Pronouns:

Pronouns **take the place of nouns** in a sentence.


There are two main types of pronouns: possessive and personal

### What Are Personal and Possessive Pronouns?

Personal pronouns represent people, places and things, such as:



**She** gave **him** a piano lesson.



**I** had lots of fun with **you** today.

Possessive pronouns show ownership and replace possessive noun phrases, such as:

The guitar is **hers**.

"The parking space is **ours**!" screamed Gina.

Make sure you use a range of pronouns to help build cohesion.

E.g. Danni went to the park. After, **she** had fish and chips.

Pronoun Chart					
	Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns	Reflexive Pronouns
1 <sup>st</sup> person	I	me	my	mine	myself
2 <sup>nd</sup> person	you	you	your	yours	yourself
3 <sup>rd</sup> person (male)	he	him	his	his	himself
3 <sup>rd</sup> person (female)	she	her	her	hers	herself
3 <sup>rd</sup> person	it	it	its	(not used)	itself
1 <sup>st</sup> person (plural)	we	us	our	ours	ourselves
2 <sup>nd</sup> person (plural)	you	you	your	yours	yourselves
3 <sup>rd</sup> person (plural)	they	them	their	theirs	themselves



## Imperative verbs (bossy verbs)

We use imperative verbs when we need to give an **order** or a **command**. They are especially useful when writing instructions.

E.g. **Add** the flour to the mix.

"**Tuck** in your shirt and **sit** down" shouted Mr Jolley.



## Synonyms and Antonyms:

Synonyms are words with the **same or similar meaning**:

E.g. Words such as happy, cheerful and merry.

Words such as sad, miserable and heartbroken.

Synonyms can be used to change your vocabulary to make your work **more interesting**.

Antonyms are words with **opposite meanings**:

E.g. Words such as angry and peaceful.

Words such as funny and serious.



# Tenses:

## What is Past and Present Tense?

Past and present tense is all about the time when an action is taking place. If an action has already happened it is past tense, if it is happening now it is present tense and if it is about to happen it is future tense.

## Simple Present

The Simple Present can be used to describe something that happens regularly.

E.g. I work in London.

## Present progressive

Present progressive describes events which are happening right now in the present moment that are ongoing. They usually include is, am, are and -ing.

E.g. I am working in London.

## Perfect present tense:

Shows that it started in the past but it is still relevant to the present. Includes have and has.

E.g. I have worked in London.

## Simple Past

Simple Past describes events which happened at a specific time, but are now completed. Using -ed.

E.g. I worked in London.

## Past progressive:

Shows that the verb was ongoing. Using was, were and -ing.

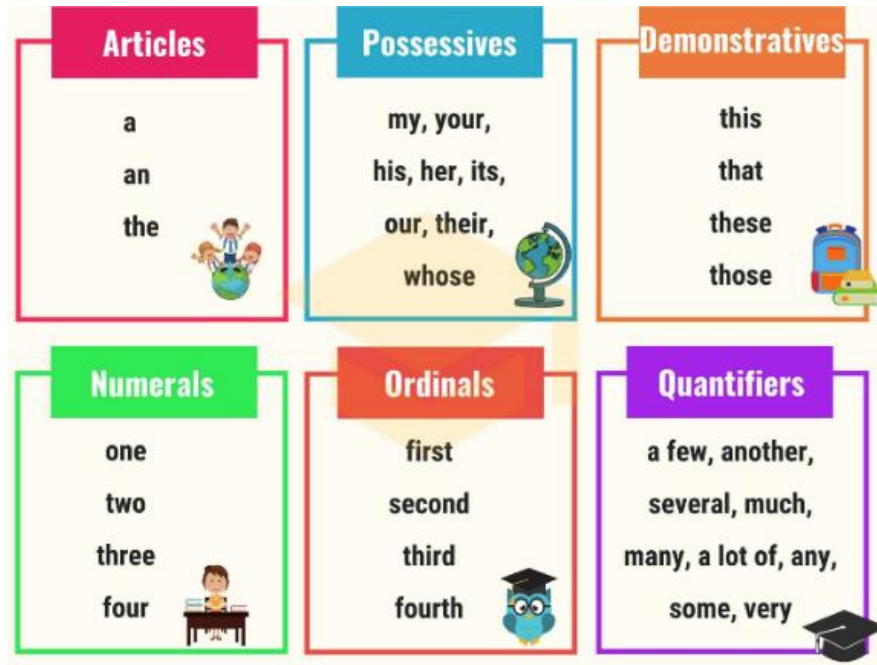
E.g. I was working in London.

# Grammatical devices:

Expanded noun phrase:

Expanded noun phrases tell you **more about the noun**.

You need a **determiner** such as:



One or two **adjectives** and then your **noun**.

e.g. **A large, slimy snake** was in the zoo.

## Expanded Noun Phrases



*Add more detail to a noun*

*You can add adjectives before the noun*

The **stripy, grey** **cat** was an excellent chef

adjectives      noun

*Or you can add detail after the noun*

**-ing phrase** The **cat stirring the cookie dough** was an excellent chef.

**Prepositional phrase** The **cat on top of the table** was an excellent chef.

**A relative clause** The **cat, who loved cookies,** was an excellent chef.

## Relative clause:

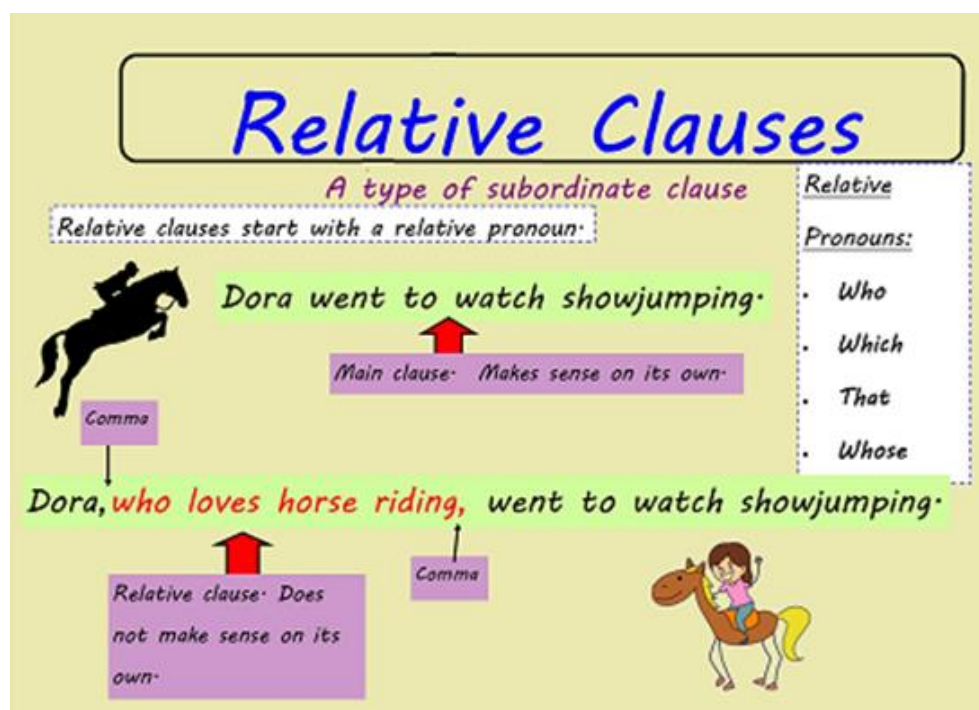
Another type of clause is a relative clause.

A relative clause **adds extra information** to main clauses and **doesn't** make sense on their own.

Relative clauses start with **relative pronouns** such as:

<b>Who</b>	Relates to people (Subject)	The musician <b>who</b> wrote this song is French.
<b>Whom</b>	Relates to people (Object)	I know the boy <b>whom</b> sits next to you.
<b>Which</b>	Relates to animals and objects	This is the cake <b>which</b> Mary made.
<b>Why</b>	Refers to reason	Do you know the reason <b>why</b> the market is closed today?

<b>When</b>	Refers to time	The day <b>when</b> the concert takes place is Saturday.
<b>Where</b>	Refers to places	This is the house <b>where</b> my son was born.
<b>Whose</b>	Refers to possession	The boy <b>whose</b> phone just rang should stand up.
<b>That</b>	Relates to people, animals and things	12th September is the date <b>that</b> I was born.



Eg They walked slowly into the cafeteria, **which was heaving with other students.**

## Parenthesis

Parenthesis adds extra information to a sentence. There are three types of punctuation you can use:

1. Brackets
2. Dashes
3. Commas

Eg Joyfully, I bounced on my bed (my helmet on my head) and felt invincible.

If you insert parenthesis at the end of your sentence, include both brackets, but only use a single dash or comma.

Eg Miss Hills went away for the weekend - to the Lake District.

Miss Hills went away for the weekend, to the Lake District.

Miss Hills went away for the weekend (to the Lake District).

A relative clause is a type of parenthesis because it gives extra information and if you remove it, the main clause still makes sense

Eg Mrs Bournier, whose favourite film is Jurassic Park, loves going to the cinema.

# Punctuation:

## Apostrophes for possession:

An apostrophe can be used to show that **one thing belongs to** or is **connected to** something. This is called a possessive apostrophe.

E.g. The cat's tail was fluffy.

Cat is a **singular noun**, so you need to add an **apostrophe and "s"** to show that the tail belongs to the cat.

E.g. Thomas' cat was naughty.

Thomas is a **singular noun that ends in an "s"**, so you need to **add an apostrophe** to show that the cat belongs to Thomas.

E.g. The brothers' feet were muddy.

Brothers is a **plural noun that ends in an "s"** so you **don't** add another "s" after your apostrophe. You can just add an apostrophe to show the feet belongs to the brothers.

E.g. The children's toys were broken

Children is a **plural noun** but it doesn't end with an "s" so you need to **add an apostrophe and "s"** to show that the toys belong to the children.



## Apostrophes for contraction:


You can use apostrophes to show that you have left out some letters when you are **joining words together**.

E.g. you can join the words 'you' and 'are' together. You + are = you're. The apostrophe takes the place of the removed letters. In this example, the letter a.

Sometimes, **you need to rearrange** the letters a bit when you contract the words.

E.g. will + not = won't.

Using contractions like these makes your writing easier to read and more friendly.




## Apostrophes

Apostrophes are used to show possession.


This is Amy's car.




Robert's shoes are dirty.



The cats' whiskers are long.





The children's toys are in the box.



Apostrophes are used when letters are missing.

I am - I'm	does not - doesn't	do not - don't
you are - you're	could have - could've	he will - he'll
they will - they'll	who is - who's	she will - she'll

## Inverted commas:

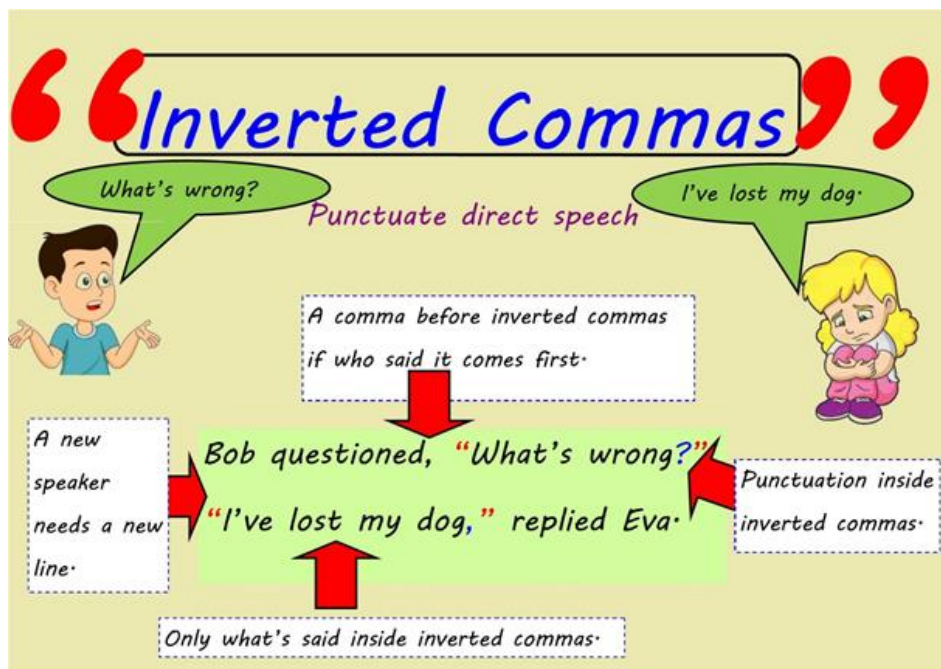
When you are writing, inverted commas or speech marks go **before and after** direct speech, surrounding what was said.

E.g. "I'm hungry," she complained.

If another character replies, use another set of inverted commas.

E.g. "What's for tea?" she asked. "Delicious ants!" her mum replied.

Punctuation, such as question marks, full stops and exclamation marks go **inside** the speech marks.

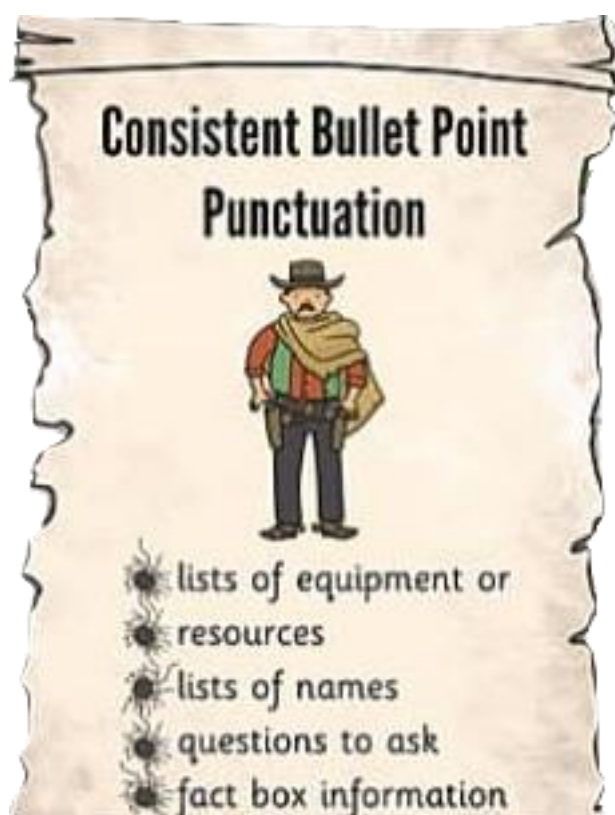


## Bullet points

Bullet points are used to **list** equipment, names, resources, questions to ask or facts of information.

E.g. Team A:

- Lucy
- Sophie
- Toby
- George

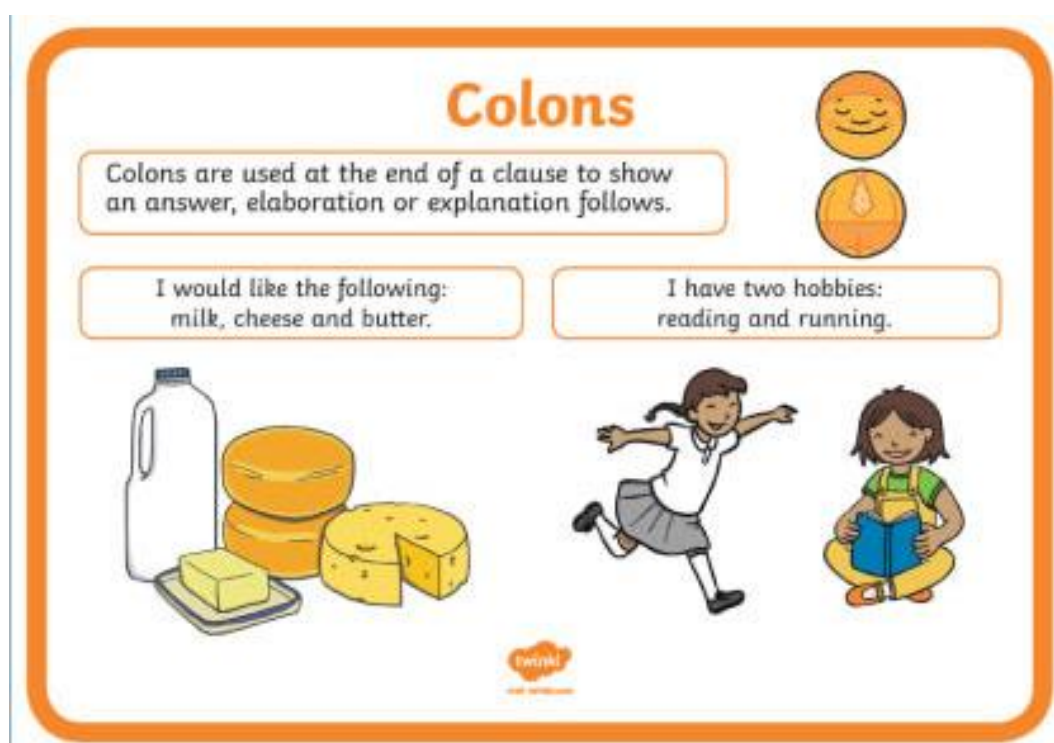


## Colons to separate items in a list:

Colons can be used to **introduce a list** or to **elaborate your main clause**.

E.g. The shopping list had the following: pencils, oranges and milk.

I like two foods: chocolate and pizza.



## Commas: In lists:

When writing a list, you should put a comma **between** each item, **except** for the last item where you use 'and'.

E.g. "I need to go to the supermarket to buy eggs, milk, bread, sugar and orange juice."

## Commas: Fronted adverbials.

Adverbials are words or groups of words that modify (change) the verb. If they go at the beginning of the sentence, we call them fronted adverbials.


A comma **must** come after the fronted adverbial.

E.g. Yesterday, the child forgot the comma after a fronted adverbial.


## Commas: to separate clauses

Commas can be used to break up sentences that have more than one clause and make them easier to read.

E.g. When Albert saw the food, his tummy started to rumble.




# Commas



A comma separates units of meaning in a sentence.

**A comma separates items in a list.**

Jenna bought some apples, grapes, bananas and pears for her fruit salad.




**A comma separates a subordinate clause from a main clause at the start of a sentence.**

Although she was tired, Tilly went to the party.




**A comma always follows a fronted adverbial.**

After the party, Greta excitedly opened her presents.



**A comma marks out a relative clause (extra information that has been added into the sentence).**

The children, who were in class six, were very excited.



# Descriptive language:

## Similies:

A descriptive device that **compares** two things with the words 'like' or 'as'

E.g. Her hair was *as* black *as* ebony.

Tarzan swung from the tree *like* a monkey.

The dog ran *like* a cheetah.

When using 'as' you must use it *twice* - as ... as

E.g. The apple was *as* large *as* an elephant.

The girl was *as* pretty *as* a goddess.

## Metaphors:

A metaphor is a word or a phrase used to **describe something as if it were something else**

E.g. "A wave of terror washed over him."

The terror isn't actually a wave, but a wave is a good way of describing the feeling.

E.g. "Jess is dynamite."

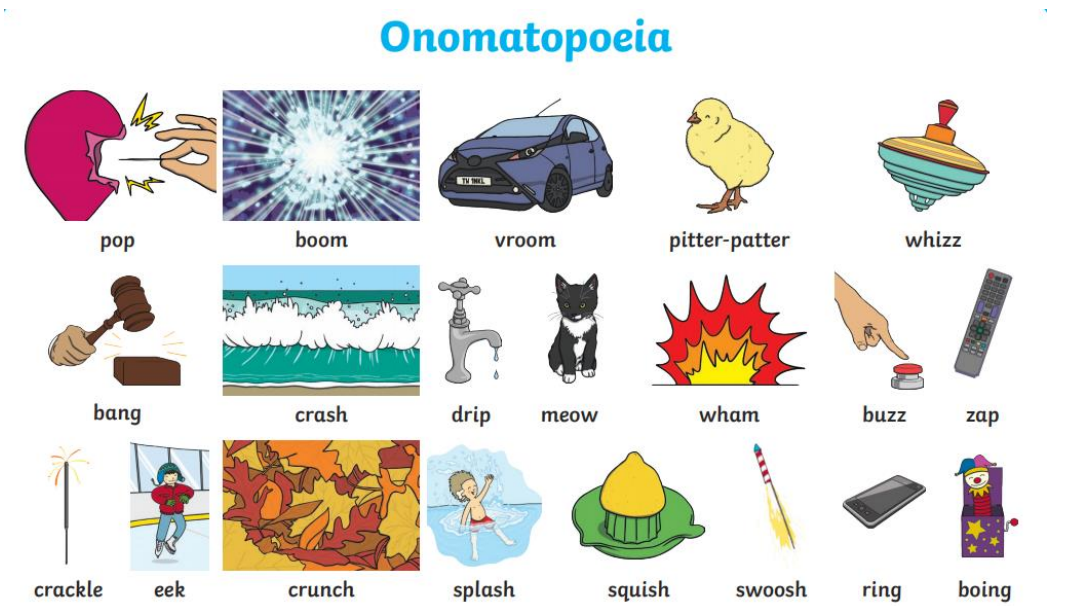
She's not made of dynamite, but it's a way to explain how exciting she is.



Onomatopoeia

Onomatopoeia is a word which sounds like what it means.

E.g. 'Thud', 'crash', 'bang' and 'buzz'



Personification

Personification is giving an object human feelings or actions.

E.g. Jess's heart is racing at 100 miles per hour.

A heart can't literally race.

E.g. The apple sat proud as punch at the top of the fruit bowl.'

The personification of the 'proud' apple and its position at the top of the fruit bowl makes it seem more appealing

### Personification

Personification gives a personal nature or human characteristic to something that is non-human or non-living.

Personification is used in poetry to give greater meaning and description, and it also gives the reader a reference to compare to.

Some examples of personification:

**The teapot sang** as the water boiled.

**The leaves** on the ground **danced** in the wind.

**The alarm clock yelled** at me to get up this morning.

or

Hey Diddle, Diddle  
The cat and the fiddle,  
The cow jumped over the moon;  
The little dog laughed  
To see such sport,  
And the dish ran away with the spoon.

