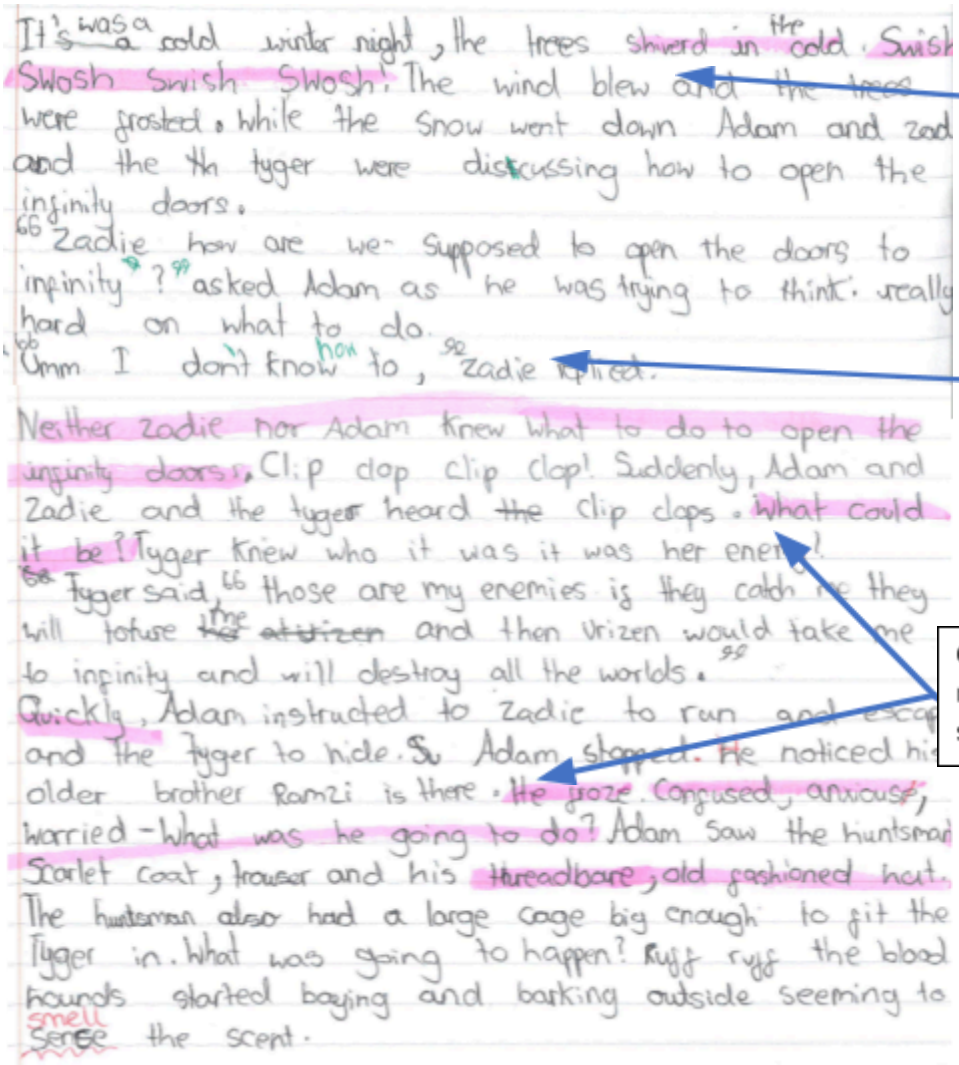
Writing in Year 5

By the *end* of year 5, we aim for children's writing to be like this:



It's was a cold winter night, the trees shiverd in the cold. Swish Swosh Swish Swosh. The wind blew and the trees were frosted. While the snow went down Adam and Zadie and the th tyger were discussing how to open the infinity doors.

"Zadie how are we supposed to open the doors to infinity?" asked Adam as he was trying to think really hard on what to do.

"Umm I don't know how to," Zadie replied.

Neither Zadie nor Adam knew what to do to open the infinity doors. Clip clop clip clop! Suddenly, Adam and Zadie and the tyger heard the clip clops. What could it be? Tyger knew who it was it was her ene[my]!

Tyger said, "those are my enemies is they catch me they will torture the citizen and then Urizen would take me to infinity and will destroy all the worlds."

Quickly, Adam instructed to Zadie to run and escape and the tyger to hide. Su Adam stopped. He noticed his older brother Ramzi is there. He froze. Confused, anxious, worried - What was he going to do? Adam saw the huntsman Scarlet coat, trouser and his threadbare, old fashioned hat. The huntsman also had a large cage big enough to fit the Tyger in. What was going to happen? Ruff ruff the blood hounds started baying and barking outside seeming to smell Sense the scent.

Children learn to write effective openings to stories.

Accurately punctuated dialogue.

Children use techniques like rhetorical questions and short sentences for effect.

Though there may be occasional errors in spelling and punctuation, the majority of the writing is accurate, especially with regard to basic punctuation such as full stops and capital letters.

You may see **pink highlighter** on your child's work. This means they have done something well, possibly reflecting the focus of the lesson.

You may also see **green pen** on your child's work. This shows the changes they have made after receiving feedback.