

# Year 5 Exemplification material

Fictional text- Suspense story extract

Wednesday 29th March 2023

Description of character to engage the reader

10- To create a suspenseful write.

After brawling it out with his parents, Dylan exhaled as he moved his midnight black hair from his face. Putting his ears against the wall, he checked to see if his parents were fast asleep. From there, he ~~hurled~~ <sup>he was staring</sup> his glistening brown eyes <sup>sight</sup> caught ~~sight~~ <sup>and quickly realised</sup> of the window ~~to check what~~ <sup>to</sup> look at the dark, green woods. Dylan ~~once~~ more thoroughly checked his bag before turning his attention to the door, he carefully stepped towards the woods...

Fronted adverbial

Relative clauses using a relative pronoun (that)

Straight after stepping outside of the door, ~~that~~ <sup>that</sup> had been keeping him from the world, Dylan bolted as fast as he could, ~~only thinking~~ about the woods, nothing else. Surprisingly, the woods looked safe, in a ~~very~~ <sup>very</sup> weird way. As he finally reached the woods, he was quickly greeted by the sight of ~~the~~ withering petals around him. The decayed stench could be smelt from ~~every~~ <sup>miles away</sup> ~~angle~~. Not realizing he had forgot to check if his friends were coming, he immediately began to continue walking to the woods. The wind blew strongly, dylan's hair flowing in the wind. He had finally reached the entrance of the deeply, unram forest. Dylan exhaled, -knowing it was time to go in.-

Description of atmosphere

Examples of editing and making improvements to work throughout

Examples of year 5/6 spellings:

Immediately

Thoroughly

Curiosity

Description of atmosphere to engage the reader

Modal verbs to indicate degrees of possibility

Dylan rolled his eyes in annoyance after waiting for quite a long time for his friends to show up. Were they not coming? He had lost all hope with them. Dylan decided that he would do it by himself, his legs trembling as he sided with himself. Knocking the door of a cabin couldn't be so hard, right? Taking his first step into the forest, he was quickly greeted with a rancid odour that made him feel nauseous. Could he overcome his fears and do it? Just after, a frightening thing made him shiver, all of the noise stopped. Had he been expected? Now that had made him fill with curiosity, which had influenced him to keep on going.

Commas to avoid ambiguity

Adverbials of time (finally)

Finally, he had reached the cabin. It all led up to this, there was no turning back now. Dylan had been building up the ~~courage~~ courage for a very, very long time. Leaning back, covering his eyes, ready to run off like a leopard, he knocked on the door. KNOCK! What's going to happen to him? Dylan <sup>had</sup> stood there for quite ~~a~~ long time. Nothing happened. With Dylan's flowy hair covering his eyes, he sighed <sup>with</sup> relief. Dylan thought he could do anything now! Then, he began to expose but then was VERY alarmed to see a cloaked figure behind him. Just a coincidence, right?

A range of punctuation from previous year groups

Then, Dylan saw the figure again, but this time it was walking right towards him. Dylan hid, ran, did all of that but it still seemed <sup>end up finding</sup> to find him. Dylan came up with a plan. A very good one,

~~one~~ <sup>once</sup> more, the figure came towards Dylan, but this time <sup>D</sup> Dylan stood his ground. Before this, Dylan had dug a hole using his bare hands which took a very long time. The figure got closer, and closer to the point where they were centimeters away from one another.

Writes legibly and fluently with increasing speed

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Writes legibly and fluently with increasing speed

Using commas to clarify meaning and avoid ambiguity

## Year 5 Exemplification material

Non-fiction- Balanced argument

Use of time adverbials

Without doubt, the most important thing to Ayesha was family and ~~her~~ <sup>her</sup> grandma. Due to the disastrous event of Ayesha already losing ~~her~~ <sup>her</sup> <sup>(SP)</sup> mum in the worst way, it is understandable that she would risk her own life to save her granny's. Although, many people may disagree ~~with~~ <sup>with</sup> this decision, many believe it was apparent that ~~she~~ <sup>she</sup> did something good.

Use modal verbs to indicate degrees of possibility

To spell many words correctly from the year 5/6 statutory spelling list

On the other hand, it could be argued that there was ~~no~~ <sup>real</sup> guarantee that Ayesha would ~~achieve~~ <sup>even</sup> her goal of obtaining the medicine or that ~~that~~ granny would even survive after how much her health was deteriorating. ~~which~~ <sup>This</sup> suggests that granny may <sup>as well</sup> die ~~just~~ of old age.

At the end <sup>considering</sup> of both arguments there were very good points of why ~~Aysha~~ <sup>Ayesha</sup> should not ~~have~~ and should have crossed the green line, <sup>but</sup> more evidence suggested that she should not have <sup>as</sup> as she was putting herself in grave danger. and that would also be selfish, ~~to~~ <sup>as</sup> her brothers ~~who~~ were alone.

Handwriting is legible and fluent with increasing speed

Write for a range of purposes and audiences

Use paragraphs that are suitably linked.

Wider range of linking phrases to build cohesion

To proof read work to precise longer passages and assess the effectiveness of their own writing

## Year 5 Exemplification material

### Non-fiction- Recipe

Use of dashes to indicate parenthesis

Range of punctuation, . !

#### Homemade Hummus

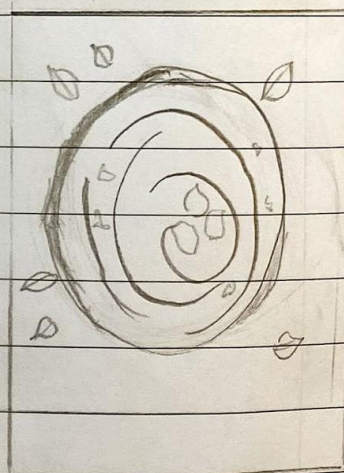
Hummus - a flavoursome spread or dip - is made from tahini, chickpeas, lemon, olive oil and spices, which is commonly eaten in the middle east. With the help of this straight forward recipe, you will be completely equipped to prepare the most marvellous, smooth and silky homemade Hummus. It is the most delicious dish for all occasions and can be frequently eaten as a nutritious meal or, a healthy side dish. There is a variety of things you can serve with hummus but, it is recommended that you serve hummus with pitta bread or naan so, the flavour can be intensified.

Converting adjectives into verbs

To spell many words correctly from the year 5/6 statutory spelling list

You will need:

- 1 can chickpeas, drained
- 60ml cold water, plus a 30ml for looser consistency
- 1 small garlic clove peeled and crushed.
- 1 lemon juiced then ½ zested
- 3 tbsp tahini
- 1 tbsp olive oil, to garnish (optional)
- mixed crudites and toasted pitta bread to serve (optional)



Use of time adverbials

Use organisational and presentational devices

## Method

1. Firstly, ~~1.~~ Get a can opener and open your can of <sup>1</sup> chickpeas.
2. Secondly, ~~2.~~ Thoroughly rinse <sup>& drain</sup> the chickpeas in a colander with <sup>freezing</sup> cold water.
3. Next, ~~3.~~ <sup>slowly</sup> Tip the chickpeas into the larger bowl of a food processor with 60ml of water and blitz until it's nearly smooth.
4. Then, ~~4.~~ Add ~~the~~ the garlic, lemon and ~~the~~ tahini and blitz again. If the consistency of your dish is too thick <sup>gradually</sup> pour in ~~gradually~~ up to 30ml more <sup>ice cold</sup> water.
5. After that, blitz again for 5 minutes, until the hummus is smooth and silky.
6. Afterwards, <sup>evenly</sup> season the hummus with a pinch of salt then mix the <sup>yummy</sup> hummus to a bowl.
7. Carefully swirl the top of your exquisite hummus with your finest ~~dessert~~ spoon.
8. Drizzle some of your fresh olive oil over your hummus so it can taste just right.
9. Serve your delicious hummus with your favourite sides such as, pitta bread, naan or carrot sticks. The <sup>Possibilities</sup> ~~possibilities~~ never end!

Use of fronted adverbials, including time and manner.

Use of editing throughout work, with a purple pen.