



**Task:**

**Focus:** Chapter 7- dialogue between Kat and Ted.

Yesterday you wrote an exchange of dialogue between Kat and Ted whilst Salim was in the London Eye pod. Using the dialogue you created write a narrative about what happened leading up to discovering that Salim was missing.

Ext: Create a missing poster for Salim. Remember a missing poster is informative and helps people identify a missing person. This should include contact information, description and image of the person missing.

**Success Criteria:**

<b>1. Write in the third person (he, she, it, they)</b>
<b>2. Write in the past tense</b>
<b>3. Events in chronological order</b>
<b>4. Use a range of time connectives to move the narrative on</b>
<b>5. Dialogue should show correct speech punctuation</b>
<b>6. Use synonyms for said</b>

**Year 5 writing checklist**

In order to be a secure year 5 writer, you must have...

<u>Always everyday:</u>	Tick if you used it
Use capital letters, full stops, question marks and exclamation marks.	
<i>Joined</i> , legible handwriting	
Paragraphs	
Feature	Tick if you used it
Match <b>vocabulary</b> and grammar to the <b>audience</b> and <b>genre</b> you are writing in e.g. persuasive words and phrases, emotive language, rhetorical questions	
Use <b>relative clauses</b> beginning with <b>relative pronouns</b> ( <b>who, where, when, which, whose, that</b> ) e.g. Patrick, <b>who</b> was the head teacher, entered the room.	
Use some <b>dialogue</b> to <b>show thoughts</b> and <b>feelings</b> and to advance the <b>action</b>	
Use a range of sentence structures and openers e.g. <b>While the children worked</b> , the teacher took the register. The teacher took the register, <b>while the children worked</b> .	
Use conjunctions <b>and, or, but, however, therefore</b> to join ideas (co-ordination) Use conjunctions <b>when, if, because, although, while</b> to join ideas (subordination)	
Use adverbs and <b>modal verbs</b> e.g. <b>must, should, would, could, ought</b>	
Use different verb forms mostly accurately <del>bring</del> - brought ✓	
Speech- punctuated accurately <b>“ A! ? ... ”</b> <b>New line for new speaker!</b>	
Use <b>brackets, commas and dashes</b> for parenthesis ( ) , - - e.g. the girl ( <b>whose eyes were blue</b> ) walked through the door.	
Use commas for clarity e.g. Let's eat <del>Grandma!</del> Let's eat, Grandma! ✓	
Use <b>adverbials of time, place and number</b> to link ideas within and across paragraphs e.g. <b>later, nearby, secondly</b>	
Add <b>prefixes</b> (dis, de, mis, over, re) and <b>suffixes</b> (cious, tious, cial, ant, ance, able, ible) to spell most words	
Spell <b>most</b> Year 3/4 spelling words correctly Use and correctly <b>spell some</b> Year 5/6 spelling words correctly	
Reread your work to <b>check</b> it makes sense, making <b>changes</b> to <b>improve</b> it	

**Time Connectives**

First	Later	In due course
Next	In the end	At first
Just then	Finally	Until then
Meanwhile	After a while	After that
When	Immediately	After that
Before long	Eventually	In the mean time
	After some time	Once

Self edit your writing using your Y5 writing checklist. If you need to make any changes remember to use a different coloured pen.