

# Year 5 English Home Learning

## Let's write...

### Powerful Setting Descriptions

Throughout this year, we keep coming back to the powerful effect that a strong setting description can have on a reader. Using language to create an engaging sense of place is exciting to read and helps our readers to feel part of the world that we are writing about!

In *The Promise*, the author Nicola Davies creates a very powerful setting using carefully selected language choices and sentence structure. The urban setting she creates for us helps to give the story a harsh, ominous and slightly frightening atmosphere.

For your task, we would like you to **write a strong setting description for a natural setting**. We would like you to visit a natural setting, such as a park, garden or woodland, and use this real setting to write your description.

- Use your **senses** to make notes—what can you see, hear, smell, perhaps touch in this place?
- Be clear about the **atmosphere** you want to create—peaceful, tranquil, eerie, mysterious...whatever inspires you most!
- Think carefully about strong and adventurous word choices that will create this atmosphere for your reader
- Remember that sentence structure can help create an effect too—longer compound or complex sentences can achieve more flow, whereas a short sharp simple sentence can break flow and create a pause or sudden jolt

Laura Carlin's illustrations are an important part of *The Promise*. We would like you to create an image to go with your setting description. Be inspired by Laura Carlin by thinking carefully about what effect your choice of colour palette will have on your reader.



# Grammar and punctuation

## Formal and informal



We change the way we speak and write depending on the audience. Sometimes we need a more formal tone and at other times a more informal tone.

**Formal**—We visited Barcelona for the weekend. We have a great many things to tell you.

**Informal**— We went to Barcelona for a couple of days. We've got loads to tell you.

Change these sentences to make them sound *formal*:

- How's it going?
- It's been a scorcher today, hasn't it?
- Bring some bangers and we'll chuck them on the barbecue!

Create some of your own informal sentences and change them to formal.

## Contractions



An apostrophe can be used to show that letters are missed out of a word (a contraction).

we are = we're

should not = shouldn't

Change these:

can not =

she will =

we will =

he had =

would not =

is not =

Change these:

she'd =

could've =

doesn't =

shan't =

it's =

who's =

## Generalisers and Causal Conjunctions



Generalisers and causal conjunctions are very useful when writing reports, for example in science, history or geography.

**Generalisers** are words that make a statement less specific (they are useful if it is not a definitive fact):

e.g. **The majority** of children like to charge around the playground at playtime.

Some useful generalisers are: **generally, most, the majority, some, a few, many**

**Causal conjunctions** are words or phrases that introduce an **explanation or reason for an action** within a sentence:

E.g. **In addition**, many children enjoy sports in this time like football or Four Square.

Some useful causal conjunctions are: **in addition, therefore, consequently, as a result, because of this**

Write a series of sentences that use generalisers and causal conjunctions - they can be on any subject you like but it is a good idea to practise non-fiction writing by writing facts and not a story.