



# Chater Junior School Writing Guidance for Parents





Dear Parents,

In this booklet you will find lots of guidance on how to help your children improve their writing. I have included the end of year expectations for each year group along with examples of what this looks like in terms of sentence structure and punctuation. There are also some details of activities that you can use with your children at home. I have included a glossary of grammar and punctuation vocabulary that your children will be using. If you have any further questions please speak to your child's class teacher. Please see our website for more helpful resources.

Yours Sincerely

Miss Collett

English Subject Leader

# Grammar and Punctuation Glossary

<b>Active voice / Passive voice</b>	A sentence following the pattern - subject, verb, object e.g. The man ate the chocolates. A sentence following the pattern - object, verb, subject e.g. the chocolates were eaten by the man.
<b>Adjective</b>	A word that describes a noun e.g. a <b>blue</b> balloon
<b>Adverb</b>	A word that describes a verb, usually ending in -ly. For example, she ran <b>quickly</b> .
<b>Alliteration</b>	A number of words close together which begin with the same consonant sound e.g. <b>ten tired teddies</b>
<b>Apostrophe ( ' )</b>	An apostrophe is a mark used to show that a letter has been left out. Example: <b>he is</b> can be written <b>he's</b> . Apostrophes are also used to show ownership. Examples: <b>the cat's bowl, the cats' bowls</b> .
<b>Brackets ( [ ] )</b>	A punctuation mark used instead of commas when including extra information in a sentence.
<b>Capital letter</b>	A larger letter used at the beginning of sentences and for naming specific people, places and things.
<b>Clause</b>	A distinct part of a sentence including a verb. A main clause makes sense on its own. A subordinate clause adds detail to the main clause but does not make sense on its own.
<b>Colon ( : )</b>	A punctuation mark to introduce a list.
<b>Comma ( , )</b>	A punctuation mark used to break up sentences so that they are easier to understand. They can be used in lists.
<b>Compound sentence</b>	A sentence consisting of two main clauses joined by a connective.
<b>Complex sentence</b>	A sentence consisting of a main clauses and one or more subordinate clause.
<b>Connective</b>	A word or group of words which joins sentences or parts of sentences e.g. and, then, but, so.
<b>Ellipsis ( ... )</b>	Used to create suspense or to show omission.
<b>Exclamation mark ( ! )</b>	A punctuation mark used at the end of a sentence to show strong feelings e.g. Help! Wow!
<b>Full stop ( . )</b>	A mark used to end a sentence, when the sentence is not a question or exclamation e.g. Miss Marina likes cake.
<b>Homophones</b>	Words that sound the same but have different spellings and meanings e.g. blue, blew.

<b>Imperative verbs</b>	A verb that commands or tells the reader or listener to do something e.g. <b>Write</b> neatly!
<b>Metaphor</b>	A direct comparison without the use of like or as e.g. the clouds were cotton wool, drifting in the sky.
<b>Noun</b>	A word that names a person, place or thing.
<b>Plural</b>	More than one.
<b>Personification</b>	Giving human qualities to non-human objects e.g. the leaves danced in the wind.
<b>Phrase</b>	Two or more words that act as a unit and do not have a verb e.g. over the bridge.
<b>Prefixes</b>	Letters added to the beginning of the word which change the meaning e.g. un, pre, dis
<b>Preposition</b>	A word which tells us the position of something e.g. on, under, in, through.
<b>Pronouns</b>	Words which stand in the place of a noun e.g. I, we, he, she.
<b>Proper noun</b>	Words that name a particular person, thing or place and begins with a capital letter e.g. <b>Susie, London, Christmas.</b>
<b>Question mark ( ? )</b>	Used at the end of a question e.g. Where is my bag?
<b>Relative clause</b>	Adding extra information into the middle of a sentence using commas e.g. The man, <b>who is tall</b> , ran down the road.
<b>Rhyme</b>	Words which have the same ending sounds e.g. bed, head, said.
<b>Semi-colon ( ; )</b>	Punctuation used to separate larger phrases in a list or can be used to replace a connective in a compound sentence.
<b>Simile</b>	Where something is compared to something else using like or as e.g. She is as tall as a giraffe.
<b>Speech marks ( " ")</b>	Punctuation marks that go around the words that are actually spoken in a piece of writing.
<b>Suffixes</b>	Letters added to the end of a word to change the meaning e.g. -ed, -ing, -er.
<b>Syllable</b>	A small unit of sound in a word e.g. Choc/o/late.
<b>Tense</b>	Tells us when something is happening (past, present, future). Usually shown by the verb.
<b>Time connectives</b>	Connectives which show order e.g. next, then, suddenly, after that, just then.
<b>Verb</b>	An action word e.g. run, walk, shout.
<b>Verse</b>	A "paragraph" in a poem.

# Expectations in Writing from Year 3-6

## Writing Targets - A Year 3 Writer

### Composition

I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.

I can compose sentences using a wider range of structures.

I can write a narrative with a clear structure, setting, characters and plot.

I can produce non-narrative writing using simple organisational devices such as headings and sub-headings.

I can suggest improvements to my own writing and that of others.

I can make improvements to grammar, vocabulary and punctuation.

I use a range of sentences with more than one clause by using a range of conjunctions.

I use the perfect form of verbs to mark the relationship of time and cause.

I can proof-read to check for errors in spelling and punctuation.

### Grammar and punctuation

#### Sentence structure

I can express time, place and cause by using conjunctions, adverbs and prepositions.

#### Text structure

I am starting to use paragraphs.

I can use headings and sub headings.

I can use the present perfect form of verbs instead of the simple past.

#### Punctuation

I can use inverted commas to punctuate direct speech.

## Writing Targets - A Year 4 Writer

### Composition

I can compose sentences using a range of sentence structures.

I can orally rehearse a sentence or a sequence of sentences.

I can write a narrative with a clear structure, setting and plot.

I can improve my writing by changing grammar and vocabulary to improve consistency.

I use a range of sentences which have more than one clause.

I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.

I can use direct speech in my writing and punctuate it correctly.

### Grammar and punctuation

#### Sentence structure

I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.

I can use fronted adverbials.

#### Text structure

I can write in paragraphs.

I make an appropriate choice of pronoun and noun within and across sentences.

#### Punctuation

I can use inverted commas and other punctuation to indicate direct speech.

I can use apostrophes to mark plural possession.

I can use commas after fronted adverbials.

## Writing Targets - A Year 5 Writer

### Composition

I can discuss the audience and purpose of the writing.

I can start sentences in different ways.

I can use the correct features and sentence structure matched to the text type we are working on.

I can develop characters through action and dialogue.

I can establish a viewpoint as the writer through commenting on characters and events.

I can use grammar and vocabulary to create an impact on the reader.

I can use stylistic devices to create effects in writing.

I can add well-chosen detail to interest the reader.

I can summarise a paragraph.

I can organise my writing into paragraphs to show different information or events.

### Grammar and punctuation

#### Sentence structure

I can use relative clauses.

I can use adverbs or modal verbs to indicate a degree of possibility.

#### Text structure

I can build cohesion between paragraphs.

I can use adverbials to link paragraphs.

#### Punctuation

I can use brackets, dashes and commas to indicate parenthesis.

I can use commas to clarify meaning or avoid ambiguity.

## Writing Targets - A Year 6 Writer

### Composition

I can identify the audience for and purpose of the writing.

I can choose the appropriate form and register for the audience and purpose of the writing.

I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.

I use a range of sentence starters to create specific effects.

I can use developed noun phrases to add detail to sentences.

I use the passive voice to present information with a different emphasis.

I use commas to mark phrases and clauses.

I can sustain and develop ideas logically in narrative and non-narrative writing.

I can use character, dialogue and action to advance events in narrative writing.

I can summarise a text, conveying key information in writing.

### Grammar and punctuation

#### Sentence structure

I can use the passive voice.

I can vary sentence structure to suit formal and informal writing.

#### Text structure

I can use a variety of organisational and presentational devices appropriate to the text type.

I write in paragraphs which can clearly signal a change in subject, time, place or event.

#### Punctuation

I can use the semi-colon, colon and dash.

I can use the colon to introduce a list and the semi-colon within lists.

I can use a hyphen to avoid ambiguity.

## Examples of good sentence structure

### Year 3

#### Fiction

Humpty Dumpty set off as the sun rose above the hills. He was sitting happily on the old, crumbling wall when a gust of wind whipped past.

#### Non-fiction

Griffles are incredibly greedy animals. They often think about what to eat for tea while they are eating their lunch! A Griffle can easily eat a supersize burger meal, an ice-cream with three scoops and three chocolate muffins before breakfast. Never approach a Griffle when it is eating because it might think that you are trying to steal its food. It might bite you with its razor sharp teeth!

### Year 4

#### Fiction

As the sun rose above the hills, Humpty Dumpty sat happily on the old, crumbling wall in the middle of Mr Gill's field. Suddenly, a gust of wind whipped past.

#### Non-fiction

It is a well-known fact that Griffles are incredibly greedy creatures with huge appetites. Unbelievably, a fully-grown Griffle can eat twice its own body weight in food at every meal. Interestingly, a Griffle's favourite meal contains an equal balance of sugar and fat. Therefore, cheesecake makes the perfect snack for a hungry Griffle. As Griffles are fiercely defensive of their food, never go near one when it is eating.

### Year 5

#### Fiction

As the sun rose above the hills, Humpty Dumpty, who never listened to good advice, sat happily on the old, crumbling wall in the middle of Mr Gill's field. Suddenly, a gust of wind - as strong as a hurricane - whipped past.

#### Non-fiction

Griffles, who are often found in the Hertfordshire countryside, are fascinating creatures. Perhaps the most unusual fact about Griffles is that they are incredibly greedy creatures with huge appetites. Unbelievably, a mature Griffle (a Griffle is considered fully-grown from 2 years of age) can eat twice its own body weight in food at every meal - sometimes more! A Griffle's favourite meal contains an equal balance of sugar and fat, with a small amount of carbohydrate, which they find hard to digest. Therefore, cheesecake - lemon and lime seems to be a popular choice - makes the perfect snack for a hungry Griffle.

## Year 6

### Fiction

As the sun rose above the hills, Humpty Dumpty, who never listened to good advice, sat happily on the old, crumbling wall in the middle of Mr Gill's field thinking about what a lucky egg he was. He listed his best qualities: a good-sized shell with a lovely shine; an 'egg'cellent sense of humour and an attractive appearance. Nothing could go wrong; life was good. Suddenly, and without warning, a gust of wind - as strong as a hurricane - whipped past. The wall was destroyed...completely destroyed!

### Non-fiction

Griffles (Latin name, 'Griffalis Gargantious'), who are mostly found in the more rural areas of Hertfordshire, are very interesting creatures. Despite their slim appearance, Griffles are well-known for their huge appetites; a fully-matured male can eat twice its own body weight in a single meal! However, the question is: if a hungry Griffle were to turn up for dinner unexpectedly, what would you feed it? Put together soft full fat cheese, butter, sugar and zesty lemons and you have the perfect combination...lemon cheesecake! The balance of fat and sugar in this tasty treat meets the dietary needs of a Griffle.

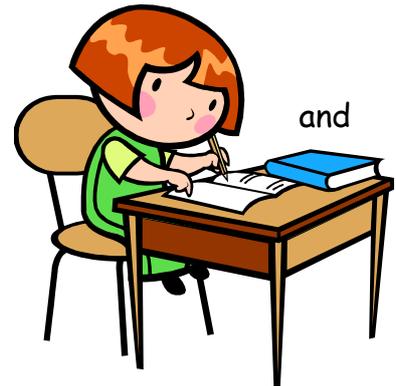


# Writing

Here are some handy hints to help your child with their writing.

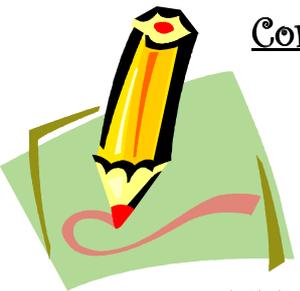
## Text Structure and Organisation

- Encourage your child to plan the work in paragraphs encourage them to refer to their plan when writing.
- Look at a range of non-fiction texts and how they are structured. Use these as good examples.
- When doing any written homework, ask your child to check it focussing on paragraphs and structure.



## Composition

- Create instructions and diaries for imaginative characters.
- Write about imaginary characters.
- Develop characters that have different personalities and characteristics- create mind maps for these characters.
- Use speaking and listening activities- have a conversation with your child about topics or events at school encouraging them to speak in full grammatically correct sentences.
- Discuss the different types of writing that your child has been doing at school and try these out at home. Encourage them to use good sentence structure and paragraphs when trying out and remember the steps to success discussed in class time.
- When doing any written homework, ask your child to plan out what they are going to write first. Encourage your child to use this plan when they are writing and continue to refer back to it ticking off sections on their plan as they go.
- Encourage them to think about the reader and try to entertain them.
- Use picture books to help start off stories.



## Sentence Structure and Punctuation

- Write as many different ways of starting one simple sentence.
- Write silly sentences including connectives.
- Discuss punctuation with your child; get them to read their work to find out where punctuation should go.
- Discuss word types for example nouns, verbs, adjectives, adverbs and how they should be used in sentences.
- Always encourage your child to use exciting words.
- Encourage your child to use a Thesaurus to look up more exciting words for their writing.



## Note Taking skills

- Your child will sometimes be set homework to research a topic or consolidate learning started in class.
- They can use different sources of information such as websites, books at home or books from the library.
- The important thing is that they put the notes into their own words and don't just copy them. Teachers can ALWAYS tell and your child will not understand the facts when they simply copy.

### How to take good notes

- Pick out the main points.
- Use bullet points.
- Write in your own words.

