

PARENT LEARN

Supporting your child's learning in
writing across Key Stage 2 – Year 5

**HUNSLEY
PRIMARY**
inspire · aspire



Components of writing

- ▶ Spelling
- ▶ Handwriting
- ▶ Composition
- ▶ Vocabulary, grammar and punctuation

Curriculum expectations for writing

Year 5 and 6 combined expectations

National curriculum in England: English programmes of study - GOV.UK
(www.gov.uk)

“Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils’ spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English”

"Lauren, I have just received a phone call from work, because we need to go to Antarctica so I can report the weather!" exclaimed mum as she put some winter clothing in a suitcase and the two tatty-looking passports in her bag. Immediately, Lauren put on her brand new winter boots and her waterproof fur coat. As soon as all the bags were packed they ran extremely fast to where Lauren's mum's BMW was parked and they set off for Gatwick Airport.

Eventually, they arrived in Antarctica where the film crew were waiting for Lauren's mum to report the news, causing Lauren to be left alone and find the winter hut herself. As soon as her mum left, she ~~started~~ picked up the bags and began to walk. Quickly, a light gust of wind moved towards her but when it had passed, it left Lauren with a frost ~~b~~ very painful frost bite. What might she could she do now ~~with~~ to get rid of the frost bite? she thought to herself, but gradually it melted from the warm heat of her coat.

END OF KEY STAGE 2 EXPECTATIONS

Teacher assessment exemplification: end of key stage 2 - English writing - Working at the expected standard: Leigh (publishing.service.gov.uk)

Understanding the terminology

School Run

Primary grammar glossary for parents | TheSchoolRun

BBC Bitesize

<https://www.bbc.co.uk/bitesize/subjects/zv48q6f>

Relative clause - a type of subordinate clause that adapts, describes or modifies a noun by using a relative pronoun (who, that or which).


Parenthesis - a word, phrase, or clause inserted into a sentence to add extra, subordinate or clarifying information.

Modal verb - is a special type of verb which changes or affects other verbs in a sentence. Modal verbs are used to show the level of possibility, indicate ability, show obligation or give permission.


Spelling

- Direct teaching of spelling 3-4 times a week following the National Curriculum spelling objectives.
- Discussion about words including origin, meaning and how words change.
- Discussions about how we learn with the aim that children build up a toolkit of ways to help them learn spellings.
- No weekly test or list of words to learn.
- Extra support for children who find spelling difficult.


Handwriting

- Direct teaching of handwriting 2-3 times a week.
 - Nelson handwriting scheme.
 - Extra support for children who have specific difficulties with handwriting formation.
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- A decorative graphic consisting of several parallel white lines of varying lengths, slanted diagonally from the bottom right towards the top right, set against a blue background.

Structure of English writing lessons

- High quality model text
 - Analyse the grammatical features, stylistic features and vocabulary
 - Short burst guided writing sessions looking at particular skills
 - Shared writing as a class
 - Independent application
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- A decorative graphic consisting of several parallel white lines of varying lengths, slanted diagonally from the bottom right towards the top right, set against the blue background.

Feedback in school

- Personalised for each child
 - Varies between tasks
 - Types of feedback
 - Written or coded comments
 - Verbal feedback during the lesson
 - Whole class feedback during or after the lesson
 - Small group guided feedback
 - 1:1
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Overview of text types

Mix of fiction and non-fiction in 2-3 week units throughout the year

* Fiction texts have a focus such as characterisation, description, dialogues, action, suspense

* Non fiction includes instructions, persuasion, explanation, recount, discussion

Top Tips to help at home

- Reading to inspire creativity
- Encourage children to talk in clear sentences
- Pronunciation of words to aid spelling
- Encourage story telling/creativity
- Discuss word meaning and vocabulary choices
- Giving children a broad experience of the world - discussing experiences , sharing stories with family members, enjoying nature, all of which influence a passion for life and encourage creative ideas for writing.

Questions

