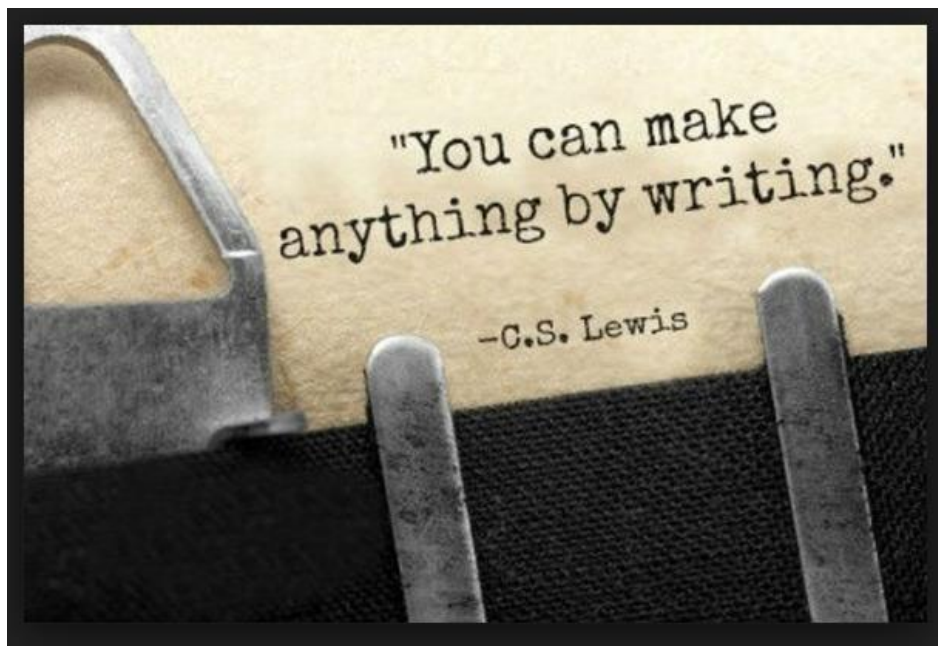


*"Living and working as Jesus taught us."*

# How to help your child with writing KS2



Writing is a life skill and a foundation for future learning, not just in English lessons but across the whole curriculum. It allows children to express their ideas, feelings and emotions.

## **Elements of Writing**

**Spelling and Handwriting**

**Grammar**

**Composition and effect**

**Punctuation**

### **Spelling:**

This is a crucial component of how a child's writing is judged. We have Spelling Shed which the children may access at home to improve and practice their spellings. Passwords are sent home; if you need to access this please contact your child's class teachers.

Phonics (the learning of the 'sound' of letters and letter combinations) is the basis of spelling. Recognising, using and blending sounds and learning sight words is vital to children's rapid spelling skills. Next comes learning spelling 'rules' (e.g. 'i before e except after c').

### **By the end of Key stage 2:**

By the end of key stage 2 a child should correctly spell:

- most common grammatical function words including adverbs
- most past and present tense inflections and plurals
- some homophones of common grammatical function words

### **How can I help my child with spelling?**

Support your child by discussing their spellings in class as well as helping them to learn the words. What sound, letter pattern or rule are they using to spell the word? Learn the common exception words for Y3 and Y4, Y5 and Y6. These are linked on your classes web pages and on the writing page.

## **Handwriting:**

How letters and words are formed on the page. Our handwriting policy is available to view on our website and is used by all children from Year 3 upwards.

### **How can I help my child with handwriting?**

Prompt and encourage him/her to use the school's handwriting policy when writing at home. Ask your child to do some extra handwriting practice; you'll be amazed how quickly your child's handwriting and speed improves. This can be done through any of the homework which has already been set (learning logs, reading etc.)

## **Composition:**

Thinking of what to write; organising our thoughts and getting ideas down on paper. Achieving a desired effect, e.g. to instruct, persuade, inform, entertain, etc..

### **By the end of Key stage 2:**

By the end of key stage 2 a child should:

- show a main purpose for writing which is clear
- use the main features of a text genre
- use an appropriate writing style which shows an awareness of the reader
- use the appropriate tone for the reader (both formal and informal styles.)

### **How can I help my child with composition?**

Think about situations at home that require something to be written:

Shopping lists

Invitations

Thank You Cards / Letters

Letters to relations /pen-friends

Letters of complaint

These are a few ideas you could encourage your child to try at home.

## **Punctuation:**

Used to help make the meaning of written sentences clear and as the writer intended them to be read. This is often one of the key areas which prevent children from achieving higher National Curriculum Levels.

**By the end of Key stage 2:**

By the end of key stage 2 a child should:

- use inverted commas to show speech accurately
- use commas in lists and to mark clauses
- use exclamation marks, question marks and full stops consistently and accurately
- use semi-colons and colons to separate clauses
- use the punctuation for parenthesis accurately: brackets, dashes and commas.
- use hyphens accurately.

**How can I help my child with punctuation?**

Whilst completing their homework or any writing at home ask them to proof read their work to check whether they have used punctuation accurately.

**What should I expect to see in my child's writing by the end of key stage 2?**

- Varying sentence lengths which use subordinating clauses e.g if, when, although, since, whilst.
- Accurate use of punctuation taught at KS2 including, inverted commas, commas to list and splice, exclamation marks, question marks
- Ideas organised in a logical sequence with a clear opening and ending
- Paragraphs or section headings used to create links throughout the text
- Ideas developed by description, use of adverbs and adjectives as well as adverbial phrases
- A clear purpose to the writing with an awareness of the reader
- Descriptive vocabulary (expanded noun phrases, figurative language.)
- Correct spelling of common grammatical words, adverbs, plurals, some homophones and tense inflections
- Handwriting which follows the schools policy.

