



# Writing and SPAG

Lickey Hills Primary School  
and Nursery

November 2017

# Aims:

## — Writing

- Writing at our school - A whole school overview
- How we teach writing in key stage 1
- How we teach writing in key stage 2

## SPAG

- How we teach SPAG across the school
- The expectations at end of key stage 1
- The expectations at end of Key stage 2

How can you help at home?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Stories with familiar settings.	Repeating patterns in stories.	Repeating patterns and counting stories.	Traditional tales.	Fairy stories.	Fantasy stories - superheroes.
	Labels, lists and signs.	Information texts.	Instructions.	Information texts.	Letters.	Information texts.
	Songs and repetitive poems.	Pattern and rhyme in poetry.	Exploring the senses through poetry.	Humorous poetry.	Poems about nature.	Traditional poems.
Year 2	Stories with familiar settings.	Traditional tales.	Traditional tales from other cultures.	Fantasy stories.	Quest stories.	Stories by the same author.
	Postcards and letters.	Information texts.	Instructions.	Recounts.	Information texts.	Recounts.
	Songs and repetitive poems.	Traditional poems for young children.	Exploring a theme through poetry.	Humorous poetry.	Our favourite poems.	Observational poems.
Year 3	Stories by the same author.	Myths and legends I.	Myths and Legend II.	Stories in imaginary worlds.	Adventure stories.	Play scripts and dialogue.
	Instructions and explanations.	Information texts Christmas letters	Recounts.	Non-chronological reports.	Persuasive writing.	Non-chronological reports.
	Creating images with poetry.	Humorous Poetry.	Traditional poetry.	Performance poetry.	Narrative poetry.	Shape poems.
Year 4	Fables.	Stories in familiar setting.	Myths and Legends.	Fairy Stories and Playscripts.	Stories and drama (audio).	Tales from other cultures.
	Instructions and explanations.	Gaining information.	Recounts.	Non-chronological reports.	Persuasive writing.	Chronological reports.
	Image poems.	Poetic form - syllabic poems.	List Poems and Kennings.	Performance Poems.	Poet Study.	Poems to learn by heart.
Year 5	Classic fiction.	Biographies/autobiographies.	Short stories.	Drama.	Classic fiction - mystery.	Short stories - fantasy.
	Recounts.	Instructions and explanations.	Argument and debate.	Journalistic writing.	Persuasive writing.	Non-chronological reports.
	Slam poetry.	Classic poems.	Choral/classic poems.	Poetic style.	Debate poetry.	The power of imagery.
Year 6	Historical stories.	Significant authors.	Stories with flashbacks	Stories from other cultures	Classic Fiction from the past.	Classic Modern Fiction.
	Recounts.	Explanation text.	Persuasive writing.	Journalistic reports.	Chronological reports.	Argument and debate.

# End of Key Stage 1 Expectations

## WRITING - End of Key Stage 1 Expectations

At the end of key stage 1, national statutory assessments of writing take place, based on the latest national curriculum programme of study for writing (2014). Below is a list of 'I can' statements, which we share with our learners. To demonstrate that pupils meet the expected standard for their age in writing, pupils need to demonstrate consistent attainment of all the statements within the 'working at' element of the standard and all of the statements within the preceding standard. Throughout year 2, pupils will gather a broad range of evidence in writing from across the curriculum, pertaining to these targets.

Working Towards the Expected Standard
I can use capital letters and full stops in some sentences.
I can use my phonics to help me spell.
I can spell some tricky words.
I can correctly form my letters.
I can make my capital letters big and my lower-case letters small.
I can use finger spaces between words.
Working at the Expected Standard
I can use capital letters and full stops.
I can use question marks and exclamation marks.
I can use different types of sentences (questions, commands, exclamations and statements).
I can use noun phrases to describe and add detail to my writing.
I can use present and past tense correctly most of the time.
I can use conjunctions such as and, or, but.
I can use conjunctions such as when, if, that, because.
I can use phonics to spell longer unknown words.
I can spell many common exception words.
I can use apostrophes to contract some words: didn't, I'm, couldn't, can't.
I can sometimes use suffixes such as <del>most</del> , -ness, -full, -less, -ly.
I can join some of my handwriting.
I can write capital letters and lower-case letters using the correct size.
I can use finger spaces.
Working at Greater Depth
I can use a wide range of punctuation correctly most of the time including: commas to separate items in a list and apostrophes to mark singular possession in nouns.
I can spell most common exception words correctly.
I can spell most words with contracted forms.
I can add suffixes to spell most words correctly.
I can use neat joined-up writing most of the time.

# End of Key Stage 2 Expectations

## WRITING - End of Key Stage 2 Expectations






At the end of key stage 2, national statutory assessments of writing take place, based on the latest national curriculum programme of study for writing (2014). Below is a list of 'pupil can' statements. To demonstrate that pupils have met the expected standard for their age in writing, pupils need to demonstrate consistent attainment of **all** the statements within the 'working at' element of the standard **and all** of the statements within the preceding standard. Throughout year 6, pupils will gather a broad range of evidence in writing from across the curriculum, pertaining to fiction and non-fiction genres and poetry.

Working Towards
Using paragraphs to organise ideas
Describing setting and characters
Using some cohesive within and across sentences and paragraphs
Using different verb forms mostly accurately
Using co-ordinating and subordinating conjunctions
Using CL, full stops, question marks, exclamation marks, commas for lists and apostrophes for contractions mostly correctly
Spelling most words correctly including common exception words (year 3 and 4)
Spelling most words correctly including common exception words (year 5 and 6)
Producing legible joined handwriting
Working At
Creating atmosphere, and integrating dialogue to convey character and advance the action
Using a wide range of clause structures, sometimes varying their position within the sentence
Can understand and apply the difference between vocab typical of informal speech and vocab appropriate for formal speech and writing (e.g. find out - discover; ask for- request; go in-enter)
Uses passive and modal verbs appropriately
Uses a range of cohesive devices, including adverbials, within and across paragraphs
Uses inverted commas, commas for clarity and punctuation for parenthesis mostly correctly
Makes some correct use of semi-colons, dashes, colons and hyphens.
Uses adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
Spells most words correctly, including common exception words (year 5 and 6)
Maintaining legibility, fluency and speed in handwriting
Working At Greater Depth
Managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures
Selecting verb forms for meaning and effect
Using the full range of punctuation taught at KS2, including semi-colons and colons to mark the boundary between independent clauses





































Walt: Write a diary entry using range of sentence vocabulary.

	Success Criteria	Pupil	Teacher
<b>V</b>	Exciting adjectives	✓	✓
	Adverbs (ly)		
	An interesting noun	✓	✓
<b>C</b>	'and' or 'because' to extend sentence	✓	✓
	Time connectives	✓	✓
<b>O</b>	Any word not 'the' or 'I'	✓	✓
	Used an adverb (ly)		
<b>P</b>	Capital letters	✓	✓
	. , ! ?	✓	✓
	Commas linking 2 adjectives	✓	✓
My stars and a wish for your work	 <p>I really like your exciting adjectives                      I thought your diary was so interesting                      I think your hand writing could improve</p>		
Teacher Comment	<p>A great job! Try to now focus on using an opener that ends in 'ly' .....suddenly, slowly,</p>		

**L.O: To create a non-chronological report about an animal that is indigenous to Australia.**

	<b>Success Criteria</b>	<b>Pupil</b>	<b>Teacher</b>
<b>V</b>	Question the reader (you can use these as sub headings)		
	Drop in a clause e.g. Kangaroos, which can only be found in Australia, are identified by their muscular tails, strong back legs, large feet, short fur and long, pointed ears.		
	Technical language (specific to your animal)		
<b>C</b>	Conjunctions to give order or emphasis (because, so, then, if, therefore, consequently, as a result of, nevertheless)		
	Time conjunctions (moreover, furthermore, additionally, firstly, next, finally, once)		
<b>O</b>	<u>ly</u>		
	<u>ing</u>		
	Open sentences with conjunctions to create a complex sentence e.g. Although most Kangaroos live in Australia, each species of Kangaroo has a different place they like to call "home."		
<b>P</b>	Caps for names of People/Places Caps to start sentences		
	. , ! ? ( ) : ; -		
	Bullet points		
<b>Structure</b>	Title (This can be a question) Labelled diagram(s)		
	Brief introduction- to explain the purpose of this text (what/how/who)		
	Paragraphs to structure my text		
	Subheadings (these can be questions)		
	Present Tense and Third Person		
<b>Pupil Target</b>	I think I need to work on how I can open my sentences.		
<b>Teacher Comment</b>	A great job! Yes focus on varying your sentence openers and question the reader to ask a rhetorical question.		

# Writing Key Stage 1

Children write for a range of purposes eg letter to Santa, poems to share with another class, stories to read to younger children.

Stimulus eg autumn walk, story, object.

Market place- group or paired discussion and mind mapping

Orally say sentences out loud.

Modelling

Write

Redraft, editing, improving



# Phonics and Spelling

Phonics is a method for teaching reading and writing.

There are 26 letters of the alphabet that can make 44 sounds that are called phonemes. The grapheme is how the phoneme is written down. Eg a, d, th, ee

In early writing children are encouraged to use the graphemes (phonic sounds) they know to spell words. This is done by **children segmenting the whole word and saying every sound that they hear then writing it down using the grapheme they know.**

# Phonics

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dog = /d/ /o/ /g/

fish = /f/ /i/ /sh/

three = /th/ /r/ /ee/

# Tricky Words

There are many words that cannot be blended or segmented because they are irregular. These are words that children just need to be able spell correctly.

the

was

said

you

some

# Years 1 and 2 Statutory Words

## Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

## Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

# Writing at Key Stage 1

## Year 1

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- Write clearly demarcated sentences.
- Use 'and' to join ideas.
- Use conjunctions to join sentences (e.g. so, but).
- Use standard forms of verbs, e.g. go/went.
- Introduce use of:
  - o capital letters
  - o full stops
  - o question marks
  - o exclamation marks
- Use capital letters for names and personal pronoun 'I'.
- Write a sequence of sentences to form a short narrative [*as introduction to paragraphs*].
- Use correct formation of lower case - finishing in right place.
- Use correct formation of capital letters.
- Use correct formation of digits.

# Writing at Key Stage 1

## Year 2

- Write different kinds of sentence: statement, question, exclamation, command.
- Use expanded noun phrases to add description and specification.
- Write using subordination (when, if, that, because) and co-ordination (or, and, but).
- Correct and consistent use of present tense & past tense.
- Correct use of verb tenses.
- Write with correct and consistent use of:
  - o capital letters
  - o full stops
  - o question marks
  - o exclamation marks
- Use commas in a list.
- Use apostrophe to mark omission and singular possession in nouns.
- Write under headings.
- Write lowercase letters correct size relative to one another.

Show evidence of diagonal and horizontal strokes to join handwriting.



# The Writing Process-KS2-To draft, edit, critique and improve our Writing.


## Step 1

The pupil writes a first draft, COLD draft. (No teacher input - this is the assessment)

## Step 2

The teacher will then critique the COLD draft (in red pen) and set specific targets in the success criteria. (For the pupil to follow in their first HOT draft)

Monday 2<sup>nd</sup> October  
 L.O: To write a setting description cold draft.



The boats have very bold orange and green on them. The bird in the bright blue sky is as beautiful as a pearl and the water is as cold as the snow. The hills are grey, dark and wet. The palm trees are as tall as a giant. The boats are as noisy as a motor. The people are red hot and happy. The green grass is as long as a giant's hair.

✓ Great adjectives  
 - 2 Adverbs

x4 sp giant

L.O: To write a description of a setting

	Success Criteria	COLD TASK		HOT TASK	
		Teacher	Pupil	Teacher	
V	Adjectives	✓	✓	✓	
	Verbs	⊖	✓	✓	
	Adverbs	⊖	✓	✓	
C	FANBOYS - Link two sentences together. <i>but, and, so for I</i>	.	✓	✓	
	'Ly'	✗	✓	✓	
O	'Ing'	✗	.	.	
	CAPITAL LETTERS	✓	✓	✓	
P	To start a new sentence	✓	✓	✓	
	Full Stops at the end of a sentence	⊖	✓	✓	
	Commas in a list	✓	✓	✓	
Structure	! Exclamation Mark	✓	✓	✓	
	Paragraphs - For each NEW idea	.		✓	
Pupil	my adverbs were great. I need to get better at my fanboys.				

# The Writing Process-KS2-To draft, edit, critique and improve our Writing.

## Step 3

The teacher then plans a sequence of lessons to 'plug' the gaps from the COLD draft.  
(Critique WAGOLL/Market Place etc)

*W. To Huntley Descriptive Language  
ina WAGOLL.  
Tuesday 12<sup>th</sup> October 2017*

*burning, flying*

*massive*

*delicious*

*See*

*glanced verb*

*large adjective*

*adjective.*

*Openers and language  
- Which adjectives will you mangle?*

**L.O:** To write a description of a setting

Success Criteria	
<b>V</b>	Adjectives
	Verbs
	Adverbs
<b>C</b>	FANBOYS - Link two sentences together.
	'Ly'
<b>O</b>	'Ing'
	CAPITAL LETTERS
<b>P</b>	To start a new sentence
	Full Stops at the end of a sentence
	Commas in a list
	! Exclamation Mark
Paragraphs - For each NEW idea	
Structure	
Pupil	

The hot, burning sun shone peacefully over the desert. The water glistened beautifully under its rays. Flying majestically through the warm air, I saw a large, white bird. Its huge wings were flapping quickly. Popping its head out of the water, I saw a hippo bobbing trying to get cool.

Talking loudly, I could hear the market sellers shouting out through the bustling market. The market was packed and over-crowded. Suddenly, I could hear the splashing sounds of water, it was the boats clambering along the river bank.

What a beautiful sight I thought! How lucky am I to see this?





# The Writing Process-KS2-To draft, edit, critique and improve our Writing.

## Step 6

The pupils can peer critique each others work.

Two stars and a wish	PEER ASSESSMENT: Together we can learn from each other
★	I like how you have used a really good ANVA.
★	I love how you've used lots of amazing question the read.
☁	Next time use some brackets.

My work has been critiqued by George (my critique partner)  
Thank you for helping me to critique my work.

Great advice! ~.10.10.  
Super enlightening.




# The Writing Process-KS2-To draft, edit, critique and improve our Writing.

## Step 7

Compare COLD and HOT drafts to check for progress

## COLD Task

Monday 2<sup>nd</sup> October  
 LO: To write a setting description, cold draft.



L.O: To write a description of a setting

	Success Criteria	COLD TASK		HOT TASK	
		Teacher	Pupil	Teacher	Pupil
V	Adjectives	✓	✓	✓	✓
	Verbs	⊖	✓	✓	✓
	Adverbs	⊖	✓	✓	✓
C	but, and, so FANBOYS - Link two sentences together.	•	✓	✓	✓
	for 1	•	✓	✓	✓
O	'Ly	⊖	✓	✓	✓
P	'Ing'	⊖	•	•	•
	CAPITAL LETTERS	✓	✓	✓	✓
	To start a new sentence	✓	✓	✓	✓
	Full Stops at the end of a sentence	✓	✓	✓	✓
P	Commas in a list	⊖	✓	✓	✓
	! Exclamation Mark	✓	✓	✓	✓
Structure	Paragraphs - For each NEW idea	•	•	✓	✓
Pupil	My Adverbs were great. I need to get better at my paragraphs.				

✓ Great adjectives x4 sp giant  
 ⊖ Adverbs

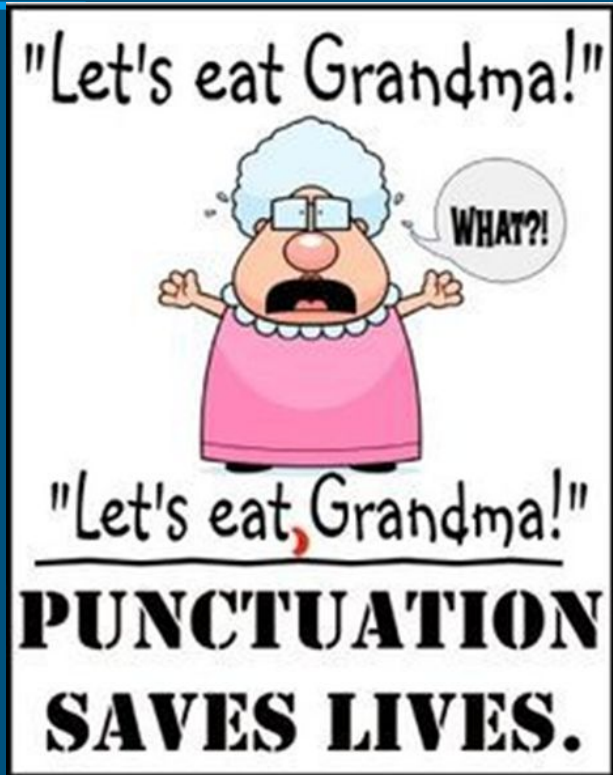
## HOT Task

Wednesday 18 October  
 LO: To Publish our work

The boiling, blazing sun blazed like it was on fire. Slowly, the River Nile flowed. Meanwhile a gigantic hippo swam hoping for a fat juicy fish. Swiftly the snaky, pale bird glided peacefully in the turquoise sky.

In the back ground, I could hear the market seller trying to get the people buy his things. Generally, I could hear the River Nile flow, but in it was an angry hippo!

# SPaG - Spelling, Punctuation and Grammar



"Grammar to a writer is to a mountaineer a good pair of hiking boots or, more precisely, to a deep-sea diver an oxygen tank."



# What is SPaG?

Using rules, patterns and phonics knowledge to form words with the correct letters in the correct order.

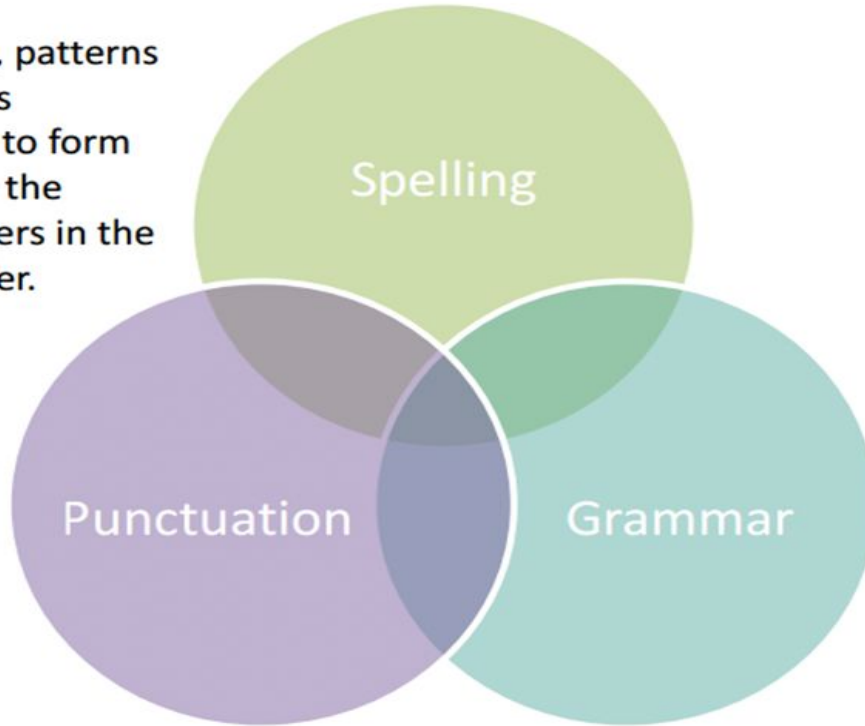
Spelling

Special symbols that help make our writing make sense.

Punctuation

Rules about how words change their form and join with other words to make sentences.

Grammar



# Mix and Match

<u>determiner</u>	Used to show the relationship between nouns in a sentence e.g. on, next to, beside, under, over
Passive	A word with the opposite meaning, e.g. big/small, hot/cold, day/night
Antonym	When the subject of a sentence has an action done to it by someone or something. E.g. The dog was being washed by the young girl.
Abstract noun	Describes things that can't actually be seen.
Active	Used to introduce a noun or noun phrase
preposition	When the subject of the sentence performs the action e.g. The young girl washed the dog.

# Spelling

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- Across the school, spelling is taught discretely and is followed up with a series of daily activities to reinforce and extend the spelling patterns. Spelling is taught in accordance with the new National Curriculum guidance appropriate to each year group.
- In January 2018, we will be launching the new 'No Nonsense' spelling scheme, which will provide for a whole school consistent approach to the teaching and learning of spelling.

# Years 1 and 2 Statutory Words

## Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

## Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

# Years 3 and 4 Statutory Words

accident	century	experiment	interest	particular	remember
accidentally	certain	extreme	island	peculiar	sentence
actual	circle	famous	knowledge	perhaps	separate
actually	complete	favourite	learn	popular	special
address	consider	February	length	position	straight
answer	continue	forwards	library	possess	strength
appear	decide	fruit	material	possession	suppose
arrive	describe	grammar	medicine	possible	surprise
believe	different	group	mention	potatoes	therefore
bicycle	difficult	guard	minute	pressure	though
breath	disappear	guide	natural	probably	although
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women
centre	experience	important	ordinary	reign	

# Years 5 and 6 Statutory Words

accommodate	communicate	equip	immediately	physical	sincerely
accompany	community	equipped	individual	prejudice	soldier
according	competition	equipment	interfere	privilege	stomach
achieve	conscience	especially	interrupt	profession	sufficient
aggressive	conscious	exaggerate	language	programme	symbol
amateur	controversy	excellent	leisure	pronunciation	system
ancient	convenience	existence	lightning	queue	thorough
apparent	correspond	explanation	marvellous	recognise	twelfth
appreciate	criticise	familiar	mischievous	recommend	variety
attached	curiosity	foreign	muscle	relevant	vegetable
available	definite	forty	necessary	restaurant	vehicle
average	desperate	frequently	neighbour	rhyme	yacht
awkward	determined	government	nuisance	rhythm	
bargain	develop	guarantee	occupy	sacrifice	
bruise	dictionary	harass	occur	secretary	
category	disastrous	hindrance	opportunity	shoulder	
cemetery	embarrass	identity	parliament	signature	
committee	environment	immediate	persuade	sincere	



# Punctuation and Grammar

Punctuation and grammar are taught both discretely and as part of English lessons.

Discrete lessons are used to introduce new terminology and practice key skills. Additionally, within English lessons, our pupils are provided with multiple opportunities to use and explore punctuation and grammar.

KS2 - pupils self and peer-assess writing. Our pupils highlight key terms, label these, and finally tick off their VCOP success criteria to show it is evident in their work.

ANVA

Hide the subject

Comma

Exclamation mark

Enthusiastically I stepped off my Endeavour onto the soft, shimmering sand. Could this be my new domain? I said to myself. What could this place be? My head was pounding with millions of questions. Is this my death day? Across the shimmering, blue water, swam a black figure coming straight towards me. Feeling suspicious I closed my eyes and plunged into the glitzying, icy water. Yet I didn't know what I was getting myself into... Although my mind thought it was a good idea, this idea wasn't good at all. **SNAP!** The girl had teeth as sharp as daggers, eyes as angry as a gorilla fighting and a body as dark as the night sky.

Amazing Triple S

a good idea  
Conjunctions to begin subordinate clauses

Question mark

Great dash

Good thing

Brilliant Relative clause

Was this my early death? I could feel a pain in my right side. It was like someone was pricking me with a sharp needle and it wouldn't stop. I could see blood. I felt the pain. I was in for it.

Dazed, I could not remember much after that. All I could remember was a group of people (called the Aborigines) who <sup>sp circled</sup> circled all around me with a boomerang in each of their hands. I was extremely startled, scared and worried. So I got up and ran into a dark dense forest. I decided to sit on a log, but then I saw something. It was black with eight red eyes. I had no time to think except to run. I ran for what felt like hours until I reached a beautiful ship called the Endeavour and could hear voices. Oh and by the way diary, I called that island New South Wales. My family and friends will go mad when I get home. That is the end of my trip.

semi-color

Great brackets Good ed I didn't know what to do next!

FANBOYS  
I discovered  
Conjunctions to begin subordinate clauses  
as I tell them about my amazing discovery

# End of KS1 Expectations - terminology

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## Year 1

Letter  
Capital letter  
Word  
Singular  
Plural  
Sentence  
Punctuation  
Full Stop  
Question Mark  
Exclamation Mark

## Year 2

Noun  
Noun phrase  
Statement  
Question  
Exclamation  
Command  
Compound word  
Adjective  
Verb  
suffix  
prefix  
vowel  
consonant  
Adverb  
Tense (past/present)  
Apostrophe  
Comma

# End of KS2 Expectations - terminology

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## Year 3

Preposition,  
Conjunction,  
Word family,  
Prefix,  
suffix,  
root word,  
Main Clause,  
Subordinate Clause,  
Direct Speech,  
Consonant,  
Letter,  
Vowel,  
Inverted Commas

## Year 4

Determiner  
Pronoun  
Possessive pronoun  
Adverbial

## Year 5

Modal Verb,  
Relative Pronoun,  
Personal Pronoun,  
Possessive Pronoun,  
Relative Clause,  
Parenthesis,  
Bracket,  
Dash,  
Cohesion,  
Ambiguity

## Year 6

Subject,  
Object,  
Active,  
Passive,  
Synonym,  
Antonym,  
Subjunctive mood,  
Past progressive tense  
Past/present perfect  
tense  
Ellipsis,  
Hyphen,  
Colon,  
Semi-colon,  
Bullet points

# What can I do to help - Writing KS1

Read to your children.

Talk ~~to~~ get children to talk about what they want to write about.

Encourage your child to write at every opportunity and use things that interest them eg birthday cards, shopping lists, write stories based on their favourite toys.

Model being a writer-Let your child see that you are not perfect and that making changes and edit are a natural part of writing.

Learn to spell tricky words- magnetic letters, writing them in flour/glitter, LSCWC, apply them in sentences.

Good pencil grip

Practice making letters correctly- sand, in air, using body parts, apps, chinks, white boards.

# Websites

Oxford Owl

<https://www.oxfordowl.co.uk/for-home/at-school/writing-at-primary-school>

BBC Bitesize

<http://www.bbc.co.uk/bitesize/ks1/literacy/>

Phonics Play

<https://www.phonicsplay.co.uk>



Adjective	Adjective	Noun	Verb	Adverb
Sharp	scary	teeth	biting	quickly
long	thin	tail	wiggling	fiercely
huge	strong	legs	thumping	slowly
Sharp	brown	scales	shimmering	softly
hard	dark	eyes	staring	deeply
powerfull	verocious	body	creeping	slowly

I saw its long thin tail wiggling fiercely.

I saw his black, sharp teeth biting quickly at the plants.

Penny

I saw its huge, strong legs

icious

# How

# WALL

staggered  
replied  
argued  
mumbled  
sobbed  
yelled  
asked  
shrieked  
thought  
muttered  
~~said~~  
roared  
questioned  
sang  
whispered  
croaked  
shouted  
screamed  
demanded  
whispered  
howled

~~small~~  
tiny  
little  
compact  
microscopic  
miniature  
diminutive  
~~big~~  
colossal  
immense  
enormous  
vast  
huge  
mighty  
gargantuan  
massive  
gigantic

~~happy~~  
Joyful  
stunned  
inspired  
amazed  
excited  
interested  
thrilled  
cheerful

~~scared~~  
nervous  
suggested  
terrified  
anxious  
frightened  
worried  
speechless  
fascinated

'WENT'  
Change the boring verb to a powerful one  
The man went into the cave  
The man stamped/crept into the cave

rushed  
leapt  
crawled  
dashed  
crept  
jogged  
~~went~~  
skipped  
skidded



How Did It...

Where did...

How...

How...