

At school your child is learning to write sentences. Here are some ways you can help them learn at home as they develop their writing skills.



Things to do with younger children

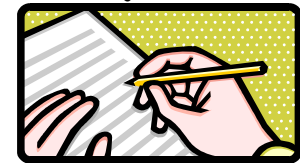
- Make up silly sentences for the names of people in your family - all the words need to begin with the same sound. Eg 'magic Mummy makes muffins'
- When reading to your child, show how you use the punctuation to help you read e.g. ! ? ...
- Give children as many opportunities as you can to play at writing - paper and pencils, chalks, paints, squirty water bottles on a fence, sticks in sand....
- If you are writing, for example, a list or a letter, explain what you are doing and encourage children to do their own version. Don't be tempted to 'write it for them' to copy over or under, but instead let them write on their own to develop independence. Talk to them about punctuation such as full stops and capital letters as you write.



Writing sentences

Things to do with older children

- Continue to read to your child, even when they can read on their own. Discuss interesting words and expressions that the author has used and model how to use the punctuation to make a sentence come alive.
 - Play games where you play with the emphasis of a sentence by changing the order and the words e.g. "Mum said it was time to go to bed" turns into "Go to bed now!" shouted Mum.
 - Play the noun game. Think of a noun e.g a flower, a fish or an egg. All close your eyes and imagine the noun. Ask questions to find out details about the noun e.g. "What colour is it?"
 - "Where is it?" "What is happening around it?" and build up a descriptive sentence about an ordinary object.
- Continue to provide real writing purposes for children e.g. a letter to a relative, an e-mail to a friend, a shopping list, a diary on holiday. If you are writing for a purpose, explain what you are doing and invite your child to join in.



Your child will be learning about:

Y R	<ul style="list-style-type: none"> Dictate a simple sentence. Begin to write simple sentences.
Y1	<ul style="list-style-type: none"> Begin to rehearse sentences before writing and re-read during and after writing. Write questions and statements appropriately.
Y2	<ul style="list-style-type: none"> Rehearse sentences, and adapt and re-read during writing to identify where improvements might be made and to spot errors. Begin to use conjunctions to write compound sentences. Use sentences from texts as models for writing.
Y3	<ul style="list-style-type: none"> Mentally rehearse writing, and cumulatively re-read, making adaptations and corrections. Write simple and compound sentences. Vary openings of sentences to avoid repetition.
Y4	<ul style="list-style-type: none"> Mentally rehearse writing and re-read as a matter of habit. Write simple and compound sentences and begin to use relative clauses. Vary sentences showing characteristics of chosen form, adding phrases to enhance meaning.
Y5	<ul style="list-style-type: none"> Write complex sentences, selecting and using a wide range of subordinators. Adapt or rearrange sentences in relation to text types, using subordinate clauses to add information, to give reasons and to explain. Select appropriate word order in sentences to create interest and to increase precision, clarity and economy.
Y6	<ul style="list-style-type: none"> Secure control of complex sentences, understanding how clauses can be manipulated to achieve different effects. Write sentences in an appropriate and effective style, in relation to text type, audience and purpose. Use conditional sentences and passive voice.

Useful words and what they mean:

Sentence: an 'idea in writing'

Capital letter: at the start of a sentence or for people or places

Full stop: ends a sentence

Comma: marks a pause

Exclamation mark tells you where to read with emotion!

Question mark: at the end of a question.

Speech marks: catch what is spoken

Simple sentence: has only one clause, or part

Compound sentence: two clauses or more joined by and/or/but/so

Conjunction: joining word

Complex sentence: one clause depends on another to make sense

Noun: person, place or object

Adjective: describes noun

Verb: a doing or being word

Adverb: how, when or where the verb happened

Main clause: most important part

Subordinate clause: depends on the main clause

Passive voice: changes the focus

e.g. Mum told the boy to go to bed (active) changes to >>>>>>>>

Examples:

I can see a little cat.

Mrs. Bell lives in Truro.

A full stop ends a sentence.

In the garden, I saw a little cat.

It's a goal!

Who was that?

"What do you want?" he asked.

The boy went upstairs.

The boy went upstairs and went to bed.

The boy went upstairs and went to bed

The boy went upstairs although he didn't go to bed.

The boy went upstairs.

The little boy went upstairs.

The little boy went upstairs.

The boy went slowly upstairs.

The boy went upstairs although he didn't go to bed.

The boy went upstairs although he didn't go to bed.

From downstairs he heard a voice calling

"Go to bed!" (passive)