

Talk, talk, talk!

Talking with your child is one of the most powerful activities you can do. Use a wide range of **vocabulary** and try to use new words they have discovered when reading. Enter into discussions or debates with your child about issues they care about and talk through ideas they have for their writing. All of this talk will help them develop vocabulary and refine their ideas for writing.

Copycats!

Challenge your child to **mimic the style of an author** they like. Talk about what's special about their chosen author's style of writing. Are they funny, do they use old-fashioned language or are they great at creating suspense?

Linking ideas together

I	Me	My	Mine
You	You	Your	Yours
He	Him	His	His
She	Her	Her	Hers
It	It	Its	Its
We	Us	Our	Ours
They	Them	Their	Theirs



The most effective writing has **cohesion**. Encourage your child to make their writing more interesting and avoid repetition by using a variety of pronouns (left) in their work. You could also encourage them to use more precise nouns; instead of 'dog', use 'poodle' or 'rottweiler' to avoid repetition.

Audience and Purpose

Encourage your child to think about **who** they are writing for and **why** they are writing. This will help them to make their writing more effective.

Who are you writing to?

What are you writing for?

How do you want to make your reader feel?

Handwriting

In Year 5, your child will continue to develop fluent, joined-up writing.



Sit at a desk



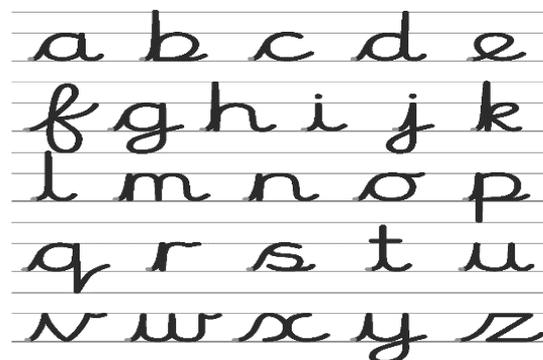
Put both feet on the floor



Left hand paper position



Right hand paper position



Check and progress!

A great way to help your child to improve their writing is to encourage them to read aloud what they have written. Can they spot any missed punctuation? Can they spot any spelling errors? Can they add in extra detail? Could they change a word or two to make their writing even more effective?



How can you motivate your child to write?

Make sure your child knows their work doesn't have to be perfect first time. They can go back and make improvements later.

Share your own writing. Let your child see you writing. Whether it be a postcard to a family member, a journal entry or text messages, let your child know you're using your writing skills for real purpose.

Encourage your child to write about their interests and hobbies. Let them use a computer if they'd prefer to type and they engage more in their writing.

Writing checklist:

Is your child using capital letters, full stops and question and exclamation marks in the right places?

Is your child using a range of nouns and pronouns to avoid confusion?

Can your child read aloud, with expression, what they have read?

Can your child open a sentence with:
Later that day, ...
Back at the castle, ...
Scared for his life, ...
All of a sudden, ...
?

Can your child use speech marks “ ” to show when someone is speaking?
(Direct Speech)

Can your child spell these tricky words?

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

Can your child tell you what these words are/mean?

determiner	a word that determines the noun, e.g. <i>a, the, every, my, your, this, those, one, first, a few</i>
pronoun	takes the place of a noun in a sentence, e.g. <i>him, her, their, it, he, she, they</i>
possessive pronoun	a pronoun that shows who something belongs to. e.g. <i>my, your, yours, his, hers, its</i>
adverbial	a word or phrase used, like an adverb, to give further details.

Other ways you can make a big difference

Look for opportunities to give your child some real-life reasons to write. You could try out some of these ideas:

- Write a lockdown letter to cheer up a family member, a friend or a neighbour. Post it together. You might even start a pen pal tradition! You could include artwork too if this is something your child enjoys doing.
- Is there an issue your child cares passionately about? Encourage them to write to a local MP or business to see whether they can create change. This kind of writing can make big differences in the community.
- Work together to send a tweet to your child's favourite author. Many authors are now on Twitter and love to engage with their readers. What would your child like to ask their favourite author?
- Your child might like to write the book version of a film or TV programme for younger children to read. If your child has watched something they've really enjoyed, they could try and tell the same story in writing. Watching the story on screen can give them a great starting point to get going with.
- If you've had a recent visit to a park, library or museum that you have enjoyed with your child, help them to add a review on <https://www.tripadvisor.co.uk/>. Having a real audience who will read their review will often motivate children to write.
- Write book reviews for books your child has read. <https://www.lovereadings4kids.co.uk/> is a great website for this.
- Could your child start a blog around their own interest?



©School Improvement Liverpool 2020

Important Information

T.R.A.M.P Adverbials

Time: yesterday... last week... next... when... after... before...

Reason: because... due to the fact...as... therefore...consequently...

Manner: quickly... like lightning...with a smirk... carefully... easily...

Place: in the graveyard... next to the castle... under the stars...

Determiners

Definite and indefinite articles: the, a, an **The** boy sat on **a** chair.

Possessive determiners: her, his, our, my, your, their **Their** house is in Anfield.

Inverted Commas- Direct Speech

Inverted commas are also called Speech Marks and Quotation Marks. They look like 66 and 99.

“You needn’t look so pleased about it,” said Tom in a disgruntled manner.

Remember the ditty: 66 capital letter speech punctuation 99 said speaker full stop

Expanded Noun Phrases

An expanded noun phrase provides extra information about the noun. You can use a determiner, adjectives and a prepositional phrase within your expanded noun phrase.

The quaint thatched cottage beside the church

Determiner Adjectives Noun Prepositional phrase

Main Clause/Independent Clause/Simple Sentence

A main clause makes sense by itself. It has a subject and a verb.

Willie froze with fear.

Subject verb

Subordinating Conjunctions: ISAWAWABUB (10 common Subordinating Conjunctions)

If, since, as, when, although, while, after, before, until, because

Subordinate Clause

A subordinate clause does not make sense by itself and starts with a subordinating conjunction (see ISAWAWABUB)

when Tom poked the fire with the iron poker

Subordinate Conjunction

Complex Sentence

A complex sentence has a main clause and subordinate clause.

Willie froze with fear when Tom poked the fire with the iron poker.

Main Clause Subordinate Clause