



Helping your child at home with writing- Year 6

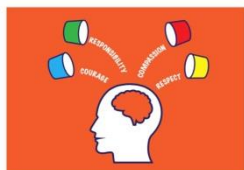


Under the new National Curriculum, the teaching and assessment of writing at Baldwins Hill Primary School will be based around the key areas of Spelling, Handwriting/Presentation, the Writing Process and Vocabulary, Grammar and Punctuation.

To be able to say that your child is working at the level expected for their year group, they must be able to meet all of the key expectations.

Within the new curriculum, there is a clear focus on driving up standards in spelling, handwriting and the correct use of vocabulary and grammar. These higher expectations mean that we will be challenging our children to achieve more; please help us to ensure that your child has the best opportunity of tackling these new challenges with confidence by supporting their learning in English.

Year	Spelling	Handwriting/Presentation	Writing Processes	Vocabulary, Grammar and Punctuation
6	<p>Children will continue to learn common spelling patterns and develop confidence and accuracy when tackling new spellings.</p> <p>They will learn at least half of the spellings from the Year 5/6 Spelling List.</p> <p>They will use a thesaurus to enhance their writing.</p> <p>They will use hyphens correctly in spelling (e.g. Co-ordinate, re-enter, co-operate, co-own).</p> <p>They will spell over 80% of the words in the Y5/6 spelling list correctly.</p>	<p>Children will be able to write legibly, fluently and with increasing speed.</p> <p>Knows when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address, or for algebra) and capital letters (e.g. for filling in a form).</p> <p>They will make decisions, as part of their personal style, whether or not to join specific letters and does so appropriately in their own writing</p>	<p>When children are writing narratives, they will use what they have learned about how authors have developed settings in what they have read, listened to or seen performed.</p> <p>In narratives, children will be able to describe atmosphere and use speech effectively to advance the action.</p> <p>They will be able to summarise longer passages.</p> <p>They will use layout devices, such as sub-headings, columns, bullets, or tables, to structure their text.</p> <p>They will be able to assess the effectiveness of their own and others' writing, proposing changes to grammar to enhance effects and clarify meaning.</p> <p>Can use informal and formal patterns of speech where appropriate in their writing.</p> <p>They can link ideas within and across paragraphs using a wider range of</p>	<p>Children will be able to use a wide range of punctuation accurately.</p> <p>They will be able to use hyphens to avoid ambiguity.</p> <p>They will be able to use semi-colons, colons or dashes to mark boundaries between independent clauses (e.g. It's raining; I'm fed up).</p> <p>They will use a colon to introduce a list and use semi-colons within lists if appropriate.</p> <p>They will be able to punctuate bullet points consistently and accurately.</p> <p>They will understand how words are related by meaning as synonyms and antonyms (e.g. big, large, little)</p> <p>They will accurately and appropriately use and understand the following grammatical terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.</p>



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			<p>cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis.</p>	
<p>Year 6 Overview:</p> <ul style="list-style-type: none"> • Children will be confident and accurate spellers with a thirst for learning and using new vocabulary. • Children will be able to handwrite neatly and fluently, and be able to write confidently at speed and length. • Children will be able to make their writing flow evenly by organising their work effectively and connecting ideas and themes within and across paragraphs. • Children will continue to take responsibility for checking and improving their work independently. • Children will have a confident understanding of grammatical terminology. 				

Supporting your child at home with writing-

Modelling writing and supporting your child with writing is the best way to inspire them to write.

Encourage them to practise their spellings and to write them into sentences ensuring they are in the correct context.

Some activities you could also try:

1. Write a secret diary.
2. Make up song lyrics.
3. Write a story for a younger family member, in the style of their favourite book.
4. Write a holiday journal.
5. Write instructions for a more mature member of the family (eg. grandparent) for a piece of modern technology they can't get to grips with!
6. Produce their own comic (www.comicmaster.org.uk)
7. Write to the local newspaper about a local issue they feel strongly about or even to the local MP.
8. Enter a writing competition

How you can help?



Provide a quiet space where your child can concentrate on their writing.

Be positive! Encourage your child by praising them about work.

Check your child's writing by reading it aloud.

Encourage your child to check their spelling with a dictionary.

Remind your child to check for punctuation.

Challenge your child to choose adventurous vocabulary. Use a thesaurus. Make it fun!

Encourage them to write daily.

Please refer to our Homework Guide for Parents and Carers (See your child's class page)

Please remember: Don't let homework become a chore. Keep it fun and make it a special time that you both look forward to.