



**Dawley C of E  
Primary Academy**

*'Enriching learning, enriching life'*

# Supporting Writing A parent handbook



At Dawley C of E Primary Academy we want our children to leave as confident and competent writers. This is achieved through exploring stimulating texts, investigating their features and then applying their newly learnt skills when writing independently. We use a range of strategies to support the children from their initial ideas and mark making to creating their own texts.

### **What does the writing process involve?**

- \* Ideas to communicate..... imaginative, interesting and thoughtful
- \* Awareness of purpose, audience and form
- \* Organising the text - order, paragraphs
- \* Rich, varied and precise vocabulary
- \* Sentence structure & grammar for clarity
- \* Punctuation
- \* Spelling
- \* Handwriting



**Writing is split in 2 two main areas;**

### **Fiction**

- \* Traditional tales
- \* Adventure/action
- \* Mystery & Suspense
- \* Myths & Legends
- \* Time slip/portal stories
- \* Poetry
- \* Play scripts

### **Non Fiction**

- \* Recount - chronological report
- \* Non-chronological report/information text
- \* Persuasive - unbalanced/biased argument
- \* Discussion - balanced report
- \* Explanations
- \* Instructions

## Quick and easy ways you can help at home

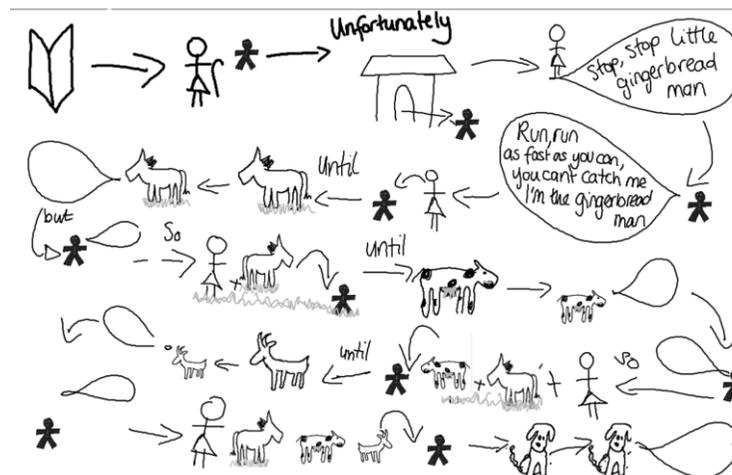
- \* Create a helpful writing environment/space
- \* Offer a real purpose for writing
- \* Offer an exciting selection of writing resources
- \* Talk to each other to develop ideas
- \* Read to your children, even after they have learnt to read for themselves.
- \* Model writing - let the children see you write for different purposes
- \* Offer lots of encouragement and have fun too!
- \* Book creator apps on the Ipad
- \* Have a special writing book so that the writing completed is valued
- \* Keep a diary and have writing as part of your everyday routine
- \* Keep in touch with a friend at home or abroad by sending regular letters or emails
- \* Ask the children to write the shopping lists
- \* Children can read shop names and menus for themselves

## Composition and language

- \* TALK comes before writing
- \* Composition can be the most difficult aspect
- \* Children need to write for real purposes as well as imagined ones e.g. a thank you letter to a family member, a diary entry about a family day out, instructions for a game or recipe, stories and poems to entertain, emails etc
- \* Reading and talking to your child is the best way to develop their vocabulary

## How you can help

- \* Discuss initial ideas and opinions
- \* Think about the content - what will be included?
- \* How could it be organised on the page? What kind of format could be used?
- \* Briefly plan the structure of the writing
- \* Use story mapping techniques (simple pictures that prompt oral storytelling)
- \* Use arrows, dashes, pictures - anything to help make links between ideas



## Spelling

- \* It all starts with **PHONICS**
- \* Children begin by hearing, saying and blending sounds
- \* They then learn more complex spelling patterns and rules
- \* At the same time they need to steadily learn to spell the most common phonically irregular words (sometimes referred to as red words) e.g. **I, come, have, my**
- \* We encourage phonetically plausible attempts when spelling words in everyday writing - to sound the word out and select letters that represent those sounds e.g. 'choclat'/choc/o/late
- \* Some children say that they don't use more adventurous words because they can't spell them. If we correct every spelling mistake for young children it limits the vocabulary they use. We need to correct only the words that are within their grasp at that stage of their development

## How you can help

- \* Help them learn tricky common words e.g. by making up a mnemonic e.g. **'because' - big elephants can't always use small exits**
- \* Encourage them to write down some possible ways to spell a word they're unsure of to see which looks right
- \* Play word games: Scrabble; Boggle; make lists of words... ending in 'ed' ...with 'ar'... with a silent k...
- \* Play memory games e.g. I spy a word beginning with... Simon Says to spell...
- \* Play with letters; on post- it notes, with magnetic letters, spell a word backwards
- \* Create a spelling log (personalised dictionary) of useful words
- \* Revisit words to check they have remembered how to spell them.



## Grammar

- \* Grammar is what gives sense to language
- \* Children learn grammar as an integral part of learning to speak from the earliest stages
- \* To use grammar properly, children need to know the names of the parts of a sentence (e.g. article, noun, verb, adjective, adverb etc.)

*There is a grammar dictionary at the end of this booklet which explains terms that the children will become familiar with over the course of their time at Dawley C of E Primary Academy*

## Punctuation

- \* Punctuation helps make the meaning of writing clearer
- \* Children learn to use punctuation marks gradually

## **Encourage children to read their writing aloud**

- \* Does the writing flow and make sense?
- \* Give your child an editing pen so that editing becomes part of their writing routine
- \* Identify what could be altered to make it even better
- \* Let the child lead in making improvements and corrections
- \* Play sentence building games- experiment by changing word order and adding more and more words each time
- \* When reading with your child, sometimes point out punctuation marks

# Grammar/Vocab Games

## 1. Varying Sentence Openers

Give your child one way in which they must start a sentence, together with an example as a model. Give a different style of sentence opener at each session.

### **Ways to Start**

"When" starter

"How" starter

"Where" starter

Name starter

Simile

Adjective starter

"-ed" clause

"-ing" clause

One-worder

### **Example**

Last night...

Carefully, he crept ...

Across the road...

Bill wandered ...

Like an eel ...

Tall trees towered overhead ...

Excited by the new, Joanna ran ...

Running quickly, Tim felt ...

Tired, he ambled ...



## 2. Varying Sentence Structure

Provide child with one way in which they must structure a sentence, together with an example as a model. Give a different structure depending on your focus.

### **Type of sentence**

Short, simple sentence for drama

Compound sentence (joined with connective) for flow

Complex sentence to add extra information.

Questions to draw in reader

Exclamations for impact

Sentence of 3 for description

Sentence of 3 for action

### **Example**

Tom ran.

Tom ran and Kitty walked.

The dog bolted, because he had eaten all the sausages.

What was that?

Run for it!

He wore a dark cloak, shiny shoes and red trousers

Tom ran across the beach, jumped over the rock and collapsed.

### 3. Call My Bluff

Select an unfamiliar word from your child's reading book. Have them make up a definition and write it down. Then discuss the reasons for your child's definition- is there a root word/suffix that helps justify their ideas. Check the dictionary for the correct definition.

### 4. Missing Punctuation

Write an unpunctuated sentence on paper. Have your child rewrite it, including correct punctuation marks. Can play in reverse by giving them a punctuation mark and asking them to write an appropriate sentence that includes the given punctuation mark.

### 5. Missing Vowels

Write instructions on the board, but leave out all the vowels.

Eg: "Tk t yr bks."

### 6. All change

Write a boring/simple sentence. Ask your child to rewrite the sentence, improving it by following your command.

Eg:

Initial sentence: "The fox crept under the shed and began to dig furiously."

Command: "Add 3 adjectives"

Child's sentence: "The cunning fox crept under the old, wooden shed and began to dig furiously."

#### **Possible Commands:**

- Add or remove adjectives or adverbs
- Change the verbs or nouns
- Add a phrase, image or clause
- Use a connective at the beginning or end of the sentence
- Change the opening, tense or tone of the sentence
- Change the sentence to a different genre or text type

### 7. Time Challenge

Give your child 1 minute to list as many connectives (or other type of word) as possible.

#### **Share ideas**

Give them 1 minute to choose any of the words collected and to put them into a sentence.

#### **Share sentences**

Give them 1 minute to up the level of their sentence by using a better opener, Wow word etc.

#### **Share sentences**



## 8. Synonyms

Give your child an overused word eg went, said, big, small, bored, hot, excited etc.

Write synonyms on the board, but with vowels missing

E.g.: for "big" - "h \_ g \_" "m \_ ss \_ v \_"

Alternatively, your child can think of a synonym for the overused word and writes in on paper (with vowels missing) for you to guess.

There are many different text types that the children experience over their time at school. Each year group does not look at every text type however over their time at Dawley C of E Primary Academy they will have learnt about each one.

## Key

Black- text type

Blue- purpose of the text

Red- examples of the text

Green- common features



# RECOUNT

To retell an event or series of events

Diary, journal, science experiment, biography, autobiography, historical account

- Past tense
- Time connectives
- Recount texts will have a specific language linked to the content

**What you can do at home;**

- Keep a diary
- Write postcards or emails while on holiday that share what have happened so far
- Have them write an autobiography about someone they admire



# INSTRUCTION

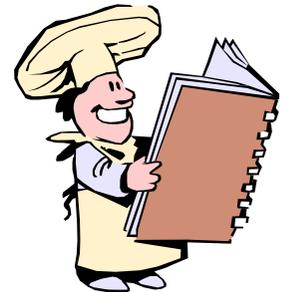
To tell someone how to do or make something

*Recipes, experiments, games rules, craft instructions, directions*

- What you need list
- Imperative (bossy) verbs
- In order with time connectives such as first, next, then
- Present tense
- Short clear sentences that explain what to do

**What you can do at home;**

- Write a set of instructions for your favourite game
- Draw a treasure map and write instructions to find the treasure
- Go on an instructions hunt; where can they be found around the house or out in real life settings



# NON-CHRONOLOGICAL REPORT

To document, organise and store information

*'Topic' books e.g. 'Animals of the desert', 'Plants we Eat'*

- Paragraphs arranged by theme e.g. what camels eat, where they live
- Headings and labelled diagrams provide extra information
- Written in present texts
- Specific and technical language e.g. habitat, diet, carnivore
- Sometimes include questions to interest the reader

**What you can do at home;**

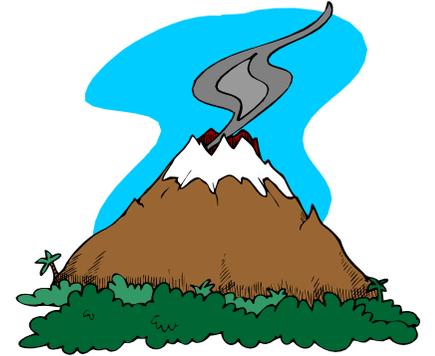
- Help your child to research from books and online and to make notes
- Encourage your child to ask questions which start who, what, when, where, why, how
- Read non-fiction books and spot the features
- Produce a book, poster, PowerPoint on a subject of their choice

# EXPLANATION

To give an account of how or why something happens

*'Why Volcanoes Erupt' 'How Cows Make Milk'*

- Title is usually a question
- Opening statement introduces and defines the topic
- Sequence of logical steps to explain the topic
- Paragraphs



**What you can do at home;**

- Write a set of instructions for your favourite game
- Draw a treasure map and write instructions to find the treasure
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# PERSUASIVE TEXT

To take a position on an issue and justify it

*Adverts, flyers, brochures, letters, etc, persuading the reader to do, think and take action*

- Usually has an opening statement which states wither a fact or an opinion
- Can include statistics or other evidence to back up the writer's argument
- A final paragraph at the end to summarise the main points
- Uses emotive language
- Logical connectives e.,g. therefore, consequently



**What you can do at home;**

- Create a leaflet encouraging people to visit a tourist attraction in the UAE or your home country
- When asking you for something, ask them to write you a letter to persuade you
- Encourage your child to express their thoughts and opinions, backing them up with evidence

## DISCUSSION TEXT (Discursive Text)

To discuss an issue and offer two or more points of view

*Articles, reviews, travel guides*

- Will present the argument and discuss both opinions so as to provide a balanced argument
- Written in present tense
- Uses technical vocabulary linked to the topic being discussed
- Can begin in more general terms and then look at specific cases e.g. Hunters argue that... Mr Smith, who hunts in Germany...
- Summary paragraph at the end which sums up argument

**What you can do at home;**

- Create a leaflet based on an issue they are interested in; school uniform, homework
- Ask them to provide a balanced argument about family issues such as bedtimes, where to eat for dinner
- Hold debates about issues where your child has to comment on and follow up on other people's ideas



# NARRATIVE TEXT



To entertain, to extend imagination

*Fairy tales, myths, legends, science-fiction, short stories, adventure stories*

- Should have imaginative language to capture the reader's attention
- Different sentence types and lengths
- Paragraphs to group ideas; opening, build up, problem, resolution, ending
- Wide range of VCOP being used

**What you can do at home;**

- Read a wide range of stories
- Keep an list of good vocabulary to use when writing
- Create story maps or give children time to plan their ideas in writing, pictures and orally
- Create books or PowerPoints to publish and celebrate the children's writing
- Focus on the positives of their writing rather than little errors

## Glossary of grammar terms

If any terms are unfamiliar, please look within the glossary to find them

<b>adjective</b>	Adjectives give us more information about nouns. For example: A tall giraffe. The weather grew cold.
<b>adverb</b>	Most adverbs tell us more about verbs. For example: The troll ate greedily. The adverb 'greedily' tells you how the troll was eating. A few adverbs give more information about adjectives. For example: The map is very old. The adverb 'very' tells you how old the map is.
<b>apostrophe</b> ,	Apostrophes have two uses: <ul style="list-style-type: none"><li>• to show a missing letter or letters in a shortened word (a contraction). For example: didn't (did not); we'd (we would).</li><li>• to show what someone or something owns or possesses. For example: the giant's castle (the castle belonging to the giant).</li></ul> There is no apostrophe in ordinary plurals like <i>tomatoes</i> and <i>videos</i> .
<b>article</b>	An article is one of the following words used before a noun: <i>a, an, the</i> .
<b>brackets</b> ( )	You use brackets to separate a word or phrase from the main text, and you always use them in pairs. The brackets contain information that could be left out, and the sentence would still make sense. For example: His stomach (which was never very quiet) began to gurgle alarmingly.
<b>clause</b>	A clause is a group of words that has its own verb. Sentences are made up of clauses.
<b>main clause</b>	A main clause is a group of words that makes sense on its own and can be used as a complete sentence. For example: The baby woke up.
<b>subordinate clause</b>	A subordinate clause adds more meaning to the main clause, but is not a complete sentence. It does not make sense on its own. For example: When the phone rang, the baby woke up. 'When the phone rang' needs the main clause (the baby woke up) to make sense.
<b>relative clause</b>	A relative clause is introduced using <i>that, which, who, whom, whose</i> . For example: The girl, who was wearing a blue coat, ran after her dog.
<b>colon</b> :	A colon is used to introduce an example or explanation. The part of a sentence after a colon gives a little more information about what comes before it. For example: The boy was hungry: he hadn't eaten for two days. Colons can also introduce a list. For example: These are my favourite sandwich fillings: ham, cheese, tuna and jam.

<p><b>comma</b> ,</p>	<p>Commas can be used:</p> <ul style="list-style-type: none"> <li>• to separate things in a list. <i>For example: I've packed a swimming costume, flippers, snorkel and a periscope.</i></li> <li>• to show a pause in a sentence. <i>For example: When it stopped raining, we went outside.</i></li> <li>• in pairs before and after a word or phrase that gives extra information. <i>For example: The trainers, a present from my mum, were filthy.</i></li> </ul>
<p><b>conjunction</b></p>	<p>Conjunctions are used to join words or groups of words in a sentence, e.g. and, but, for, or, neither, nor, yet, although, because, if, until, unless, when, where, while, whereas. <i>For example: He likes playing tennis and riding his bike. Mira felt brave because she had her lucky pebble.</i></p>
<p><b>connective</b></p>	<p>Connectives are used to link ideas in a piece of writing. They often come at the start of a sentence and connect it with an earlier sentence or paragraph, e.g. moreover, nevertheless, finally, furthermore, thus. <i>For example: Finally, the train arrived at the station.</i></p>
<p><b>ellipsis</b> ...</p>	<p>An ellipsis is used to show that one or more words have been missed out or that a sentence is not finished. <i>For example: "No! Don't tell Dad about the ..."</i></p>
<p><b>exclamation mark</b> !</p>	<p>You use an exclamation mark at the end of an exclamation - a sentence that shows something is urgent, surprising, exciting etc. <i>For example: She must hurry! Soon the spell would wear off!</i> You also use an exclamation mark at the end of a command - a sentence that gives an order or instruction. <i>For example: Stop! Don't drink!</i></p>
<p><b>full stop</b> .</p>	<p>A full stop shows where a sentence ends, when the sentence is a statement (rather than a question or exclamation). <i>For example: The children loved listening to stories.</i></p>
<p><b>homophone</b></p>	<p>Words that sound the same but are spelled differently and have different meanings. <i>For example: no and know.</i></p>
<p><b>imperative</b></p>	<p>The imperative expresses a command. <i>For example: Come here!</i></p>
<p><b>inverted commas</b> ' ' " "</p>	<p>Inverted commas are also known as speech marks, quotation marks, or (informally) quotes. Pairs of inverted commas can be single ('...') or double ("..."), but are never mixed. The punctuation at the end of the spoken words always comes inside the last set of inverted commas. <i>For example: 'Look!' said a voice behind me. 'Look at the sky!'</i></p>

<b>noun</b>	Nouns are used to name people, places or things.
common noun	Common nouns name people or things in general. Common nouns only begin with a capital letter when they start a sentence. For example: dancer, lizard, sandwich, television.
proper noun	Proper nouns give the name of a specific person, place or thing. Proper nouns always begin with a capital letter. For example: Max, Antarctica, Hallowe'en, Friday.
collective noun	Collective nouns name groups of people or things. For example: a team of athletes, a herd of sheep, a swarm of bees.
abstract noun	An abstract noun is a thing that cannot be seen or touched, such as an idea, a quality or a feeling. For example: happiness, truth, friendship.
<b>phrase</b>	A phrase is a group of words that makes sense but is not a whole sentence and does not contain a verb. For example: scary book; near the sea.
<b>preposition</b>	Prepositions show how words in a sentence or clause relate to each other. They can show the position or direction of a person or thing. For example: The spider scurried along the wall, out of the window and into the garden. Prepositions can also show the time when something happens or the way in which something is done.
<b>pronoun</b>	Pronouns are used to replace a noun in a sentence or clause, and help to avoid having to repeat words. For example: Sam went down the slide. He got very dirty. His new coat was ruined!
<b>punctuation</b>	Punctuation is the use of special marks, such as a full stop or a comma, to make a piece of writing easier to read and understand.
<b>question mark</b> ?	You use a question mark at the end of a sentence which is asking a question. For example: Are there wild animals in this wood?
<b>semicolon</b> ;	You use a semicolon to show a break in a sentence that is longer, or more important, than a break made with a comma. For example: The castle was deserted; no one had lived there for hundreds of years. Semicolons can also be used to separate longer phrases in a list that has been introduced by a colon. For example: There were three clues: there was mud on the carpet; the door had been forced; and the air in the room smelled of fish.
<b>sentence</b>	A sentence is a group of words that contains a verb. It should make sense on its own. In writing, a sentence begins with a capital letter and ends with a full stop, question mark or exclamation mark. It can contain just one clause, or several clauses joined by conjunctions or punctuation.
simple sentence	A simple sentence consists of one main clause. For example: The cat is sleeping.
compound sentence	A compound sentence consists of two or more main clauses joined by conjunctions such as <i>and</i> or <i>but</i> . For example: The cat is sleeping but the dog is awake.
complex sentence	A complex sentence contains a main clause and at least one other clause. The two clauses are joined by conjunctions such as <i>although</i> and <i>because</i> . For example: The cat was sleeping because it was bored.

<b>tense</b>	The tense of a verb shows when the action takes place.
present tense	The present tense describes something that is happening now. For example: I walk to the cinema.
past tense	The past tense describes something that happened earlier. For example: I walked to the cinema.
future tense	To show that something will happen in the future, we use words such as will, might and could. For example: I will walk to the cinema.
<b>verb</b>	A verb names an action or state of being. It can show what a person or thing does, or what happens, or a change. For example: dive, chew, hit, worry, know, melt, become.