

Important Links!

Link your sentences and paragraphs using adverbials:

Time

Subsequently, Later that day,

Place

Deep inside the forest, Below the sea,

Frequency

Occasionally, Often,

Contrast/ Cause

On the other hand, In contrast,

As a result, Consequently,

Manner/ Behaviour

Breathing heavily, Waiting anxiously, Without warning,

Creating Cohesion Top

Tip: Not only can you use pronouns like he, she, it or they instead of repeating a name or names but how about other names or titles too? Here's some examples: the teacher, she, Mrs Smith, the lovely woman or the lady with the long hair.

Writing Mat

Expected Year 6



visit [twinkl.com](https://www.twinkl.com)

Be a Punctuation Professional:

A	Capital letters for sentences, initials and proper nouns.
.	Full stops
!	Exclamation marks for exclamations or surprise.
?	Question marks
'	Apostrophes for possession and missing letters.
,	Commas in lists, and sentences.
“ ”	Inverted commas for speech (Don't forget the commas too!).

Active and Passive

Use active and passive sentences appropriately:

Active: In front of millions of screaming fans, the star striker missed a vital penalty.

Passive: In front of millions of screaming fans, a vital penalty was missed by the star striker.

Perfect Parenthesis!

Use brackets, commas or dashes to punctuate extra information and asides:

The tomb of Tutankhamen (the Ancient Egyptian pharaoh) was discovered by Howard Carter.

The advancing alien, who was speaking a Martian language, looked dangerous.

The daffodils – my favourite sign of spring – swayed gently in the woodland breeze.

Use a thesaurus to look for more ambitious synonyms. Why use 'frightened' when you could use...

startled alarmed apprehensive

Or 'show' a character's feelings:

his breathing quickened her heart raced

sweat trickled gasping for air

Check for:

- consistent tense and person
- subject/verb agreement
- paragraphs with cohesive links
- genre features
- layout devices

Spellings... I need to know many of these:

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

Splendid Subordination!

Use these conjunctions in varied places in your multi-clause sentences:

if	because	as
before	after	until
unless	since	when

Focus Reading Domains for 2018

2a: Give/explain the meaning of words in context

What does this... word/phrase/sentence... tell you about... character/setting/mood etc?

Highlight a key phrase or line. By writing a line in this way what effect has the author created?

In the story, 'x' is mentioned a lot. Why?

The writer uses words like ... to describe What does this tell you about a character or setting?

What other words/phrases could the author have used?

The writer uses ...words/phrases...to describe ... How does this make you feel?

How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/ lonely/bitter etc?

Why don't you use some of these questions to further your understanding of the text you are reading?

2d: Make inferences from the text/ explain and justify inferences with evidence from the text

What makes you think that?

Which words give you that impression?

How do you feel about...?

Can you explain why...?

I wonder what the writer intended?

I wonder why the writer decided to...?

What do these words mean and why do you think the author chose them?

2g: Identify/explain how meaning is enhanced through choice of words and phrases

What does the word 'x' tell you about 'y'? Find two or three ways that the writer tells you 'x'.

What does this... word/phrase/sentence... tell you about... character/setting/mood etc?

Highlight a key phrase or line. By writing a line in this way what effect has the author created?

In the story, 'x' is mentioned a lot. Why?

The writer uses words like ... to describe What does this tell you about a character or setting?

What other words/phrases could the author have used?

The writer uses ...words/phrases...to describe ... How does this make you feel?

How has the writer made you and/or character feel ...happy /sad/ angry/ frustrated/lonely/bitter etc?

Has the writer been successful in their purpose or use of language?

What do you think the writer meant by... 'x'?

Which words do you think are most important? Why?

The author makes an action/description 'like' something else. Why?

The author states that 'x' is something it isn't. What is the effect of this? Why have they done this?

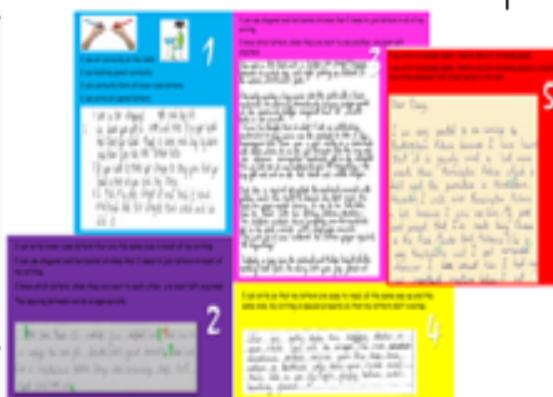


Make it fun!

Importantly, any extra handwriting work that you complete with your child needs to be fun. If it isn't fun, handwriting neatly can turn into an unpleasant chore! Presenting work neatly for a purpose, such as a thank you letter or party invitation, is also really important. Children should take a pride in their work!

Handwriting

Have you seen the stages of handwriting displayed in your child's classroom?



Infants and Key Stage 1 (but fun for all!)

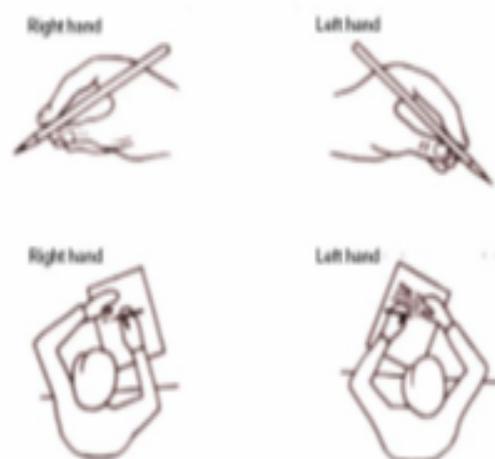
Via fun activities, we aim to build control skills in younger children. Bead threading, colouring, tracing, dot to dot, and pattern copying are encouraged. Using a pencil to form recognisable letters with a comfortable and efficient pencil grip is important. Children are then encouraged to form words, with a finger space in-between! When children are ready, they are taught to join their handwriting using the 'Nelson' style.

Key Stage 2 (and possibly Key Stage 1)

Children go on to work on sizing their letters consistently and joining their handwriting neatly. Many children seem keen to print their handwriting later on in Key Stage 2, but we are very keen that children maintain the good work they have begun with joining, developing a neat and efficient style.

How to hold a pen and how to position the paper

The diagrams below give indications of how to hold a pen and the correct positioning of paper.



What sort of pens or pencils should my child use?

At school, children use pen in their exercise books as soon as teachers think that they are ready. We encourage children to use fibre tipped style pens rather than Biro.

How should my child sit?

The child's chair and table should be at a comfortable height. Children should be encouraged to sit up straight and not to slouch. Thighs should be horizontal and feet flat on the floor. There should be plenty of light.

The Nelson handwriting style used:

The joined style

The quick brown fox jumps over the lazy dog.

What if my child is left handed?

It is often helpful to find an adult who is left-handed to assist if your child has problems with pen hold or the position of the paper. Awkward or unusual positions often work, and it is not necessarily correct to change these.

Links with Spellings

Research has confirmed the natural link between spelling and handwriting. Handwriting can be used to help your child with their mastery of common spelling rules and develop both a visual and a motor memory of spelling patterns.