



Writing Guide for Parents

This guide is designed to help you to understand a little more about the progression of writing your child will follow during their time at Dinnington First School. It provides practical guidance on how you can support your child at home.

How to help your child

Follow your child's interests

- ❖ Every interest will have a writing opportunity! Here are some examples:
 - Record football fixtures
 - Design a menu for favourite meal
 - Describe a hero or computer character
 - Write a review of a game played
 - Create lists for shopping

Read often

- ❖ Read regularly and encourage children to comment on what they liked, words that impressed them.
- ❖ Read a variety of texts including newspapers, comics, adverts, leaflets, letters, fiction and non-fiction.

Discuss the writing

- ❖ Encourage children to talk about their ideas before writing. Talk about some of the words they might use.
- ❖ Help children to sequence their ideas – drawing pictures is a great way to do this.

Reflect on the writing

- ❖ Provide opportunities for children to read their work aloud. Share with children what you liked about it.
- ❖ Encourage children to think about how they can make their writing better.

Expectations

As you know we no longer track pupils using levels, but instead track their progress towards an expected standard in their year group. Below lists the expected standard for Year 3 and Year 4.

Handwriting expectations:

- ❖ Use the diagonal and horizontal strokes that are needed to join letters.
- ❖ Writing should be neat and consistent.
- ❖ Lines of writing should be spaced sufficiently so that the ascenders and descenders of letters do not touch.

Planning expectations:

- ❖ Discuss and record ideas before writing.
- ❖ Organise ideas into paragraphs.

Vocabulary, grammar and punctuation expectations:

- ❖ Write sentences with more than one clause using conjunctions.
- ❖ Use adverbs.
- ❖ Use prepositions.
- ❖ Use commas to separate clauses.
- ❖ Use apostrophes.
- ❖ Use inverted commas.
- ❖ Use words and phrases that capture the reader's interest.
- ❖ Use fronted adverbials (Year 4 only).
- ❖ Use the possessive apostrophe with plural nouns (Year 4 only).
- ❖ Choose nouns or pronouns appropriately (Year 4 only).

Editing expectations:

- ❖ Make improvements to writing.
- ❖ Proofread for spelling and punctuation errors and edit where necessary.

Non-Negotiables

Year 3

	<u>Key fact</u>
<u>Handwriting</u>	I join most letters using diagonal and horizontal strokes.
<u>Spelling</u>	I spell words with suffixes and prefixes correctly.
	I spell all the non negotiable words for Year 3 correctly.
<u>Punctuation</u>	I use a range of punctuation correctly including full stops, capital letters, exclamation marks and question marks.
	I use some inverted commas to punctuate speech.
	I use some commas to separate clauses.
<u>Grammar</u>	I use a range of conjunctions including because, while, so, when, although.
	I use adverbs to express time, place and cause e.g. then, next, soon, therefore.
<u>Vocabulary</u>	I use words that interest my reader.

Year 4

	<u>Key fact</u>
<u>Handwriting</u>	My writing is joined, legible and consistent.
<u>Spelling</u>	I use further suffixes and prefixes correctly.
	I spell all the non negotiable spellings for Year 4 correctly.
<u>Punctuation</u>	I use a range of punctuation correctly including full stops, capital letters, exclamation marks and questions marks.
	I use and punctuate direct speech.
	I use the possessive apostrophe accurately.
<u>Grammar</u>	I extend sentences using a wide range of conjunctions.
	I use frontal adverbials, using a comma after.
	I choose which sentence type to use for effect.
<u>Vocabulary</u>	I use a rich and varied vocabulary.

Terminology

Below lists the terminology children in Year 3 and 4 are expected to know in relation to grammar and punctuation. Please support children in understanding and using this vocabulary at home.

Terminology	Definition	Example
Noun	Names things, objects, people or places.	cat, table, pencil
Verb	A word which describes the action in a sentence.	walk, climb, swim
Adjective	Describes somebody or something – adds extra information to the noun.	precious, fierce, gigantic
Adverb	Describing words that give added meaning to verbs.	nosily, carefully, elegantly
Fronted Adverbials	Placing an adverb at the beginning of a sentence.	strangely, suddenly, quickly
Pronouns	Words that stand instead of a noun.	it, the, he, she
Clause	A group of words that contains a verb.	It was raining.
A main clause	Makes sense on its own.	Bob went for a walk.
Subordinate clause	Adds to the clause but does not make sense on its own.	Even though it was raining
Simple sentence	Contains only one clause.	The dog barked.
Compound sentence	2 clauses joined with and/but/so.	I like fish but I don't like chips.
Complex sentence	A main clause with one or more subordinate clauses – not making sense on their own.	Even though it was raining, Emma went for a run.
Conjunction	Links two words or phrases together.	and, but, so, because
Co-ordinating conjunctions	Joins two ideas together as an equal pair. Compound sentences are joined by these.	and, but, so
Subordinating conjunctions	Complex sentences are joined by these.	after, before, if, while, because
Determiners	Like a special adjective that pins down precisely which noun is being talked about.	this, that, those
Prepositions	Positional language	across, in, under, beside
Inverted commas	Punctuation marks that signal the beginning and end of direct speech.	"I'm not certain if I can come", said the girl.
Possessive apostrophe	An apostrophe which indicates belonging to.	The cat's food was missing.