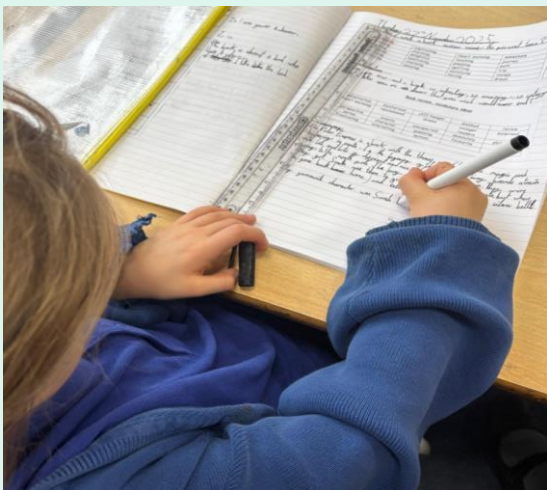


# English Newsletter

## Special Edition

### Writing in Y3

"I am really proud of my story called the abandoned cottage because my character got lost in a forest and I could build suspense."



"I like writing my stories and then I can go back to check my work."

**Next term the Y3 children will be writing:**

- A story about losing something
- A non-chronological report
- A debate
- Renga poems

**By the end of Y3, an expected child should achieve 10 or more of the writing targets below.**

#### **Composition**

Can I begin to develop a setting and character in my narratives?

Can I begin to write a clear beginning, middle and end for my narratives?

Can I begin to organise paragraphs around a theme?

Can I begin to use headings and subheadings to aid presentation?

Can I begin to edit my work after checking for errors with spelling and punctuation?

#### **Vocabulary, Grammar & Punctuation**

Can I use conjunctions to express time, place and cause?

(for example; when, before, after, while, so, because)

Can I use adverbs to express time, place and cause?

(for example; then, next, soon, therefore)

Can I use prepositions to express time, place and cause?

(for example; before, after, during, in, because of)

Can I use the present perfect form of verbs instead of the simple past?

(for example, "He has gone out to play." contrasted with "He went out to play.")

Can I use capital letters and full stops consistently correctly?

Can I use commas for a list?

Can I begin to use inverted commas to indicate direct speech?

#### **Spelling**

Can I spell all 100 HFW correctly?

Can I spell most words from the year 3 /4 spelling list?

#### **Handwriting**

Can I produce handwriting that begins to be consistently sized and joined?

Can I make sure my writing is always legible?







"I was excited to write my own portal story after reading Elf Road."

# Reading in Y3

All of our Y3 children have been allocated a reading band level. At least once a week, every child will have the opportunity to read with an adult or Y6 buddy in school. During this reading session, the children will be asked different questions regarding the pages they have read. Just like in our guided reading lessons, we use the acronym VIPERS to help build comprehension skills.

## How can I support my child with their reading comprehension at home?

You could try one or more of these activities at home with your child when you hear them read at home.

	<b>Vocabulary</b> Pick out two or three words from the text they have read and use the passage to discuss their meaning. Talk about other words that have the same meaning.
	<b>Infer</b> Discuss a character's personality or feelings – ask your child "how do you know this?" See if they can spot something that is suggested but not said e.g. "the boy's hands were trembling" – we can infer that he might be nervous.
	<b>Predict</b> At the end of the chapter, encourage your child to make a prediction about what might happen next, based on what they know.
	<b>Explain</b> Pick an event from the chapter and encourage your child to explain and why they think it might be included. Find a phrase or word and discuss why the author used it – what effect does it have on the reader?
	<b>Retrieve</b> See if your child can retrieve key information from the chapter you've read with them e.g. names/ details/ events.
	<b>Summarise</b> At the end of the chapter/pages – see if your child can sum up the key points of what they have just read.

## NEW! Reading Buddies

This year we have been pairing up our confident readers in Y6 with our developing readers in Y3. Once a week, the Y6 children will start the day listening to the Y3 readers and will use their VIPERS knowledge to ask questions about the text.

*"I feel proud of my Y3 buddy when I hear them getting better."*



*"It's a great start to the day and I like that I have a friend in Y6 now."*

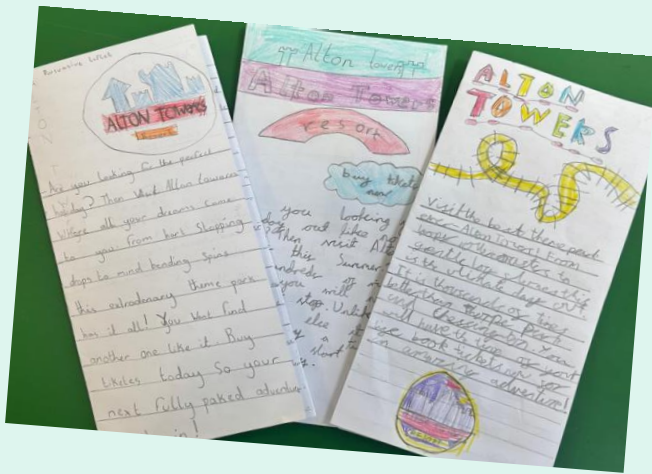


# Writing in Y4

"I liked when we wrote our fantasy stories because we got to write about objects coming alive. I liked creating my own characters with funny personalities."



"I'm proud of my leaflet about visiting Alton Towers. I thought I was very good at persuading someone to visit."



"I really liked writing the Ernest Shackleton biography because it was something I've never done before. It was fun getting to research and write about someone's life."

**Next term, the Y4 children will be writing:**

- A character description
- A Viking inspired story
- A newspaper
- Kenning poems

**By the end of Y4, an expected child should achieve 10 or more of the writing targets below.**

## **Composition**

Can I develop a setting and character in my narratives?

Can I write a clear beginning, middle and end for my narratives?

Can I organise paragraphs around a theme?

Can I use headings and subheadings?

Can I edit my work after checking for errors with spelling and punctuation?

## **Vocabulary, Grammar & Punctuation**

Can I use the present and past tense correctly?

Can I use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases?

(e.g. the teacher expanded to: the strict maths teacher with curly hair)

Can I use fronted adverbials?

Can I use appropriate nouns and pronouns within and across sentences to aid cohesion and avoid repetition?

(e.g. names, he, she and they)

Can I use capital letters and full stops consistently correctly?

Can I use commas after a fronted adverbial?

Can I use an apostrophe to mark plural possession?

(e.g. the girl's name, the girls' names)

Can I use inverted commas and other punctuation to indicate direct speech?

(e.g. The conductor shouted, "Sit down!")

## **Spelling**

Can I spell most 200 HFW correctly?

Can I spell correctly all words from the 3/4 spelling list?

## **Handwriting**

Can I produce handwriting that is usually consistently sized and joined?

Can I make sure my writing is always legible?

# Writing in Y5

By the end of Y5, an expected child should achieve 10 or more of the writing targets below.

## Composition

- Can I develop a setting, character & atmosphere in my narratives?
- Can I vary the length of my sentences to improve the impact of my writing?
- Can I use a range of devices to build cohesion within a paragraph?  
(conjunctions, adverbials of time and place, pronouns, synonyms)
- Can I begin to link ideas across paragraphs using adverbials of time, place and number or tense choices?
- Can I edit my work after checking for errors with spelling, grammar and punctuation?

## Vocabulary, Grammar & Punctuation

- Can I use adverbs (perhaps, surely) or modal verbs (might, should, will, must) to indicate degrees of possibility?
- Can I use relative clauses?  
(who, which, whose, where, when, which, that)
- Can I begin to use passive verbs to affect the presentation of information in a sentence?
- Can I use capital letters and full stops consistently correctly?
- Can I use a range of punctuation previously taught in KS2 mostly correctly?  
(questions mark, exclamation mark, comma, apostrophe, inverted commas)
- Can I use brackets, dashes or commas to indicate parenthesis?
- Can I use commas to clarify meaning or avoid ambiguity?

## Spelling

- Can I spell most homophones correctly?
- Can I spell many of the year 5/6 words correctly?

## Handwriting

- Can I produce handwriting that is consistently sized and joined?
- Can I make sure my writing is always legible?

"I enjoyed writing my myth because I could be creative and write about epic battles between heroes and monsters."



"I can't wait to learn about found poetry next term. It looks exciting!"



Next term, the Y5 children will be writing:

- A story with a journey
- A balanced argument
- A mystery story
- Found poetry

"I liked reading the explorer in our English lessons and then we did our own writing focusing on an internal monologue."



# Writing in Y6

**By the end of Y6, an expected child should achieve the writing targets below.**

## **Working at the expected standard:**

Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)

In narratives, describe setting, characters and atmosphere

Integrate dialogue in narratives to convey character and advance the action

Select the vocabulary and grammatical structure that reflect what the writing requires, doing this mostly accurately (e.g. using contracted forms in dialogues in narratives; using passive verbs to affect how information is presented; using modal verbs to suggest degree of possibility)

Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.

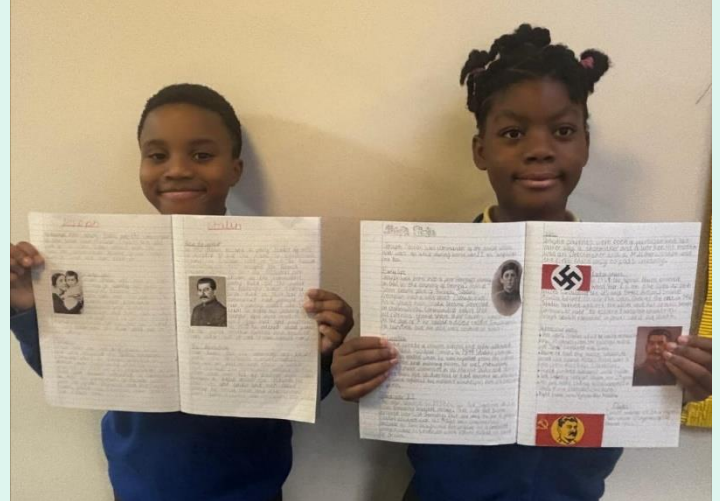
Use verb tenses consistently and correctly throughout their writing

Use a range of punctuation taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate speech)

Spell correctly most words from the year 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary

Maintain legibility in joined handwriting writing when writing at speed

*"I'm looking forward to writing poems. It's always been my favourite genre of writing."*



*"I enjoyed acting out a scene from the Piano because it helped me to get into character before writing."*

**Next term, the Y6 children will be writing:**

- A suspense story
- A balanced argument
- A newspaper
- Sonnets

*"I'm proud of my biography about Anne Frank because I worked hard to make it informative and not repetitive."*



# Spelling Shed



This year, we have introduced a new spelling scheme to help our children become more confident when writing.

Each week, our lessons include a variety of activities that incorporate phonics, morphology, etymology and orthographic mapping.

**Prefix**

un
sub

**Base Word**

<b>divide</b> (separate into smaller parts)
--

**Suffix**

s	ing
d	ness

Can you make a word meaning 'to further divide something'?

*"It makes learning my spellings fun!"*

How many syllables does each word have? Can you break down the words into phonemes?

population  
population  
4

savings  
savings  
2

dangerous  
dangerous  
3

Each box should contain one spelled sound. In the final stable syllable *tion*, the *ti* spells the /sh/ sound, so it should occupy one box.

Independent

As well as our daily spelling lessons, the children have all been given their own Spelling Shed account. Here they can access fun, engaging games to practise their weekly spellings even further.

*"There's lots of different games to help you learn your weekly spellings."*

If you need any support with using Spelling Shed at home then please get in touch with your child's class teacher.

