

Subject: English

Next Step: To use interesting vocabulary.

To improve the effect of writing by making changes when editing.

Exemplification:



The girl jumped in the air.

This sentence can be improved by adding more detail.

What was the girl called? **Mia** jumped in the air.

How was she feeling? **Joyfully**, **Mia** jumped in the air.

What kind of jump was it? **Joyfully**, **Mia leapt** in the air.

What are her surroundings? **Joyfully**, **Mia leapt** in the **warm spring** air.

What happened next? Why was she there and why was she so happy? Improve these sentences by adding more detail.

Mia ran down the hill.

Mia shouted.



The house stood in a wood.

Improve this sentence by adding details.

Subject: English

Next Step: To spell an increasing numbers of common exception words correctly (year one and year two word list) – moving on to the year 3/4 statutory spelling list.

Exemplification

Children learn spellings at different speeds and find certain methods more helpful. Learning spellings can take a lot of practise and even longer to become 'finger-tip' spellings (words that can be spelt accurately as you are writing a sentence). Please see below for a variety of methods that your child might find useful. Which ones help them the most?

These are some of the ways we learn spellings in school. We thought it might help if we showed you a few ways.

One of our favourite ways as a class was the **pyramid method**:

m
me
met
meth
metho
method

How many times can you write the spelling in 30 seconds? We call this the **speed method**. Once a spelling is well known this helps it to go into the long-term memory and muscle memory.

For really tricky spellings **mnemonics** might help e.g. **because**: **big** elephants **can** always **use** small **exits**.

There are also the methods on the spelling grids you had for home learning:

- **Look/cover/write/check**

- **Outline the spelling** to highlight the shape of the word and help you visualise it.
- Break the word down into **syllables**. This breaks the word down into smaller chunks so it is easier to remember.
- **Say it in funny way**. This could mean saying it in a different voice or saying it as it is spelt.

Subject: English

Next Step: To continue to ensure that every clause ends with a piece of punctuation or a conjunction.

To start to punctuate sentences with an increasing level of accuracy, ensuring every sentence starts with a capital letter and finishes with a full stop, exclamation mark or question mark.

Exemplification

This can be a problem when your child is busy writing a paragraph. They are so focused on what they are writing, how to spell certain words and how to form the letters correctly that punctuation can slip. In class, we always allow time for editing work. Please see below a paragraph that needs editing and some tips on how to do this.

Finally the rain had stopped and Mia could get outside it had been raining for days and Mia had longed for a dry day as she sat watching the droplets run down her bedroom window and so as soon as the sun rose in the blue sky she ran to wake up her parents after what seemed like ages they were ready to hike in the countryside and go to her favourite hill how could this day get any better.

Each sentence is a separate idea. Sometimes the word 'and' can be where a new sentence should begin. An exclamation mark is used to show something exciting or unexpected is happening. A question mark goes at the end of a question, a sentence that needs an answer.

Finally, the rain had stopped and Mia could get outside! It had been raining for days and Mia had longed for a dry day as she sat watching the droplets run down her bedroom window. ~~and~~ So as soon as the sun rose in the blue sky she ran to wake up her parents. After what seemed like ages, they were ready to hike in the countryside. How could this day get any better?

Subject: English

Next Step: To ensure that they use cursive script.

To ensure that every letter join is correct, especially from letters like r, o, w and v.

To use leading lines and to join every letter accurately to the others before and after it.

To continue to use cursive script more often, joining letters accurately and carefully.

To continue to work on cursive script, joining every letter accurately, and showing clearly defined ascenders and descenders.

To use cursive handwriting in every piece of writing.

Exemplification

This is how we form the letters in our school cursive script.

Remember each letter should have a leading line and should join.

The quick brown fox jumped over the lazy dog.

Make sure your ascenders are tall and straight. Make sure your descenders are clearly below the line.

a b c d e f g h i j k l m
n o p q r s t u v w x y z

Subject: English**Next Step:** To punctuate direct speech with an increasing level of accuracy, remembering where each piece of punctuation goes.**Exemplification**

When someone is speaking in a story, we call that 'direct speech'. There are lots of rules to remember when punctuating direct speech:

- 1) Inverted commas round what is being said: "..."
- 2) Start a new line when someone else is speaking:
Sam said, "..."
James replied, "..."
- 3) Capital letter at the start of the direct speech: "T..."
- 4) Punctuation before the final inverted commas: "... ." or "...," or "...?" or "...!"
- 5) Reporting clause: Tim stated, "..."
- 6) Better words for said: stated, replied, exclaimed, asked, explained etc.
- 7) Comma after the reporting clause if it's before the direct speech: Linda replied, "

Have a look here for some reminders:

<https://www.bbc.co.uk/teach/supermovers/ks2-english-inverted-commas-with-mr-smith/z62rhbk>

Subject: English**Next Step:** To become more secure in punctuating words with apostrophes, thinking carefully about which letter has been missed out, or whether the word is a plural and doesn't need an apostrophe.**Exemplification**

There are two reasons we use apostrophes:

- For contractions (missing letters): examples: cannot \Rightarrow can't we will \Rightarrow we'll it is \Rightarrow it's
- For possession (belonging): the girl's teddy, the boy's pen, the teacher's desk

Before you use an apostrophe, stop and think:

- Is there a letter missing? Where has the letter been taken from? Put the apostrophe in to fill the gap!
- Does something belong to someone? Who does it belong to? Put an apostrophe between their name and the 's'.
- If there are no letters missed out and nothing belonging to someone, you don't need an apostrophe!!

Subject: English**Next Step:** To re-read every sentence, ensuring it makes sense before continuing to write the next one.**Exemplification**

- Check –
- 1) Have I missed out any words?
 - 2) Have I used the wrong word? (e.g. were instead of where)
 - 3) Have I punctuated it correctly? (see the target for punctuation - above)
 - 4) Have I spelt every word as best I can?

Subject: English

Next Step: To plan carefully and write enough in each lesson.

Exemplification

We usually plan a longer piece of writing before we write it. It's important to plan carefully so that you're ready to write the next day. Usually our plans have 5 boxes (for story/fiction writing) – what is the opening/build-up/problem/resolution and ending? Remember to use the resources and ideas from the lesson to help.

When writing up your longer piece of writing, listen or check carefully how much you are being asked to write in that lesson – is it a paragraph? Five sentences? Two paragraphs? Use your plan to write the amount you have been asked. If you're not sure what to do, remember our 5 'B's – brain, buddy, board, book, boss (have a think, ask your partner, look at the board and other resources around the classroom, look in your book and other resources on your table, ask the teacher) .