



Writing Newsletter

This term our whole school targets are:

Sentence fluency

Year 1

I can re-read what I have written to check it makes sense.

I can write three types of sentences: statements, questions and exclamations.

I can write a complex sentence.

I can use conjunctions eg. and, but, so, when to join compound sentences, phrases and clauses.

I can use a range of openers including -ly openers.

Year 3

I can re-read and edit what I have written, proofreading for spelling and punctuation errors.

I can use long and short sentences to add information or emphasise a point.

I can extend the range of sentences I use using more than one clause by using an extensive range of conjunctions - including compound and complex sentences.

I can appropriately use pronouns or nouns to create cohesion.

Year 5

I can reshape sentences for different effects.

I can use a range of strategies to build cohesion within a paragraph e.g. then, after, that, this, firstly.

I can build cohesion linking paragraphs using adverbials e.g. later, nearby, secondly.

I can use expanded noun phrases to convey complicated information succinctly.

I can use rhetorical questions.

I can précis longer passages (summarise).

Year 2

I can use long and short sentences.

I can begin a sentence in a different way eg. with a question.

I can use compound sentences.

I can use complex sentences including a relative or subordinate clause.

I can re-read and edit what I have written to check it makes sense.

I can use simple subordinating and co-ordinating conjunctions to join sentences, phrases and clauses.

I can skilfully use statements, questions, exclamations and commands.

I can use a range of openers.

Year 4

I can re-read and edit what I have written, proofreading for spelling and punctuation errors.

I can use a range of openers including using 'ed clauses' and 'ing clauses'.

I can extend the range of sentences I use using more than one clause including using co-ordinating and subordinating conjunctions.

I can appropriately use pronouns or nouns to create cohesion.

I can use fronted adverbials using a, after them.

Year 6

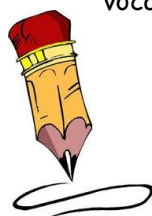
I can write sentences which have an easy flow and rhythm.

I can use a range of conjunctions for distinctive effect.

I can write sentences that relate and build upon one another

Ways to help your child:

- Keep a written diary of what you do at weekends. Read it with your child and edit together—make sure the sentences make sense!
- Write simple sentences: 'The girl went to the park.' Ask your child to change the sentence into a compound sentence: 'The girl went to the park because it was a hot sunny day.' Alternatively change the sentence into a complex sentence: 'Although it was very wet and windy, the girl went to the park.'
- Talk to your child about events/hobbies/their interests/daily news. This helps children learn new vocabulary which is very important when writing sentences. It makes them interesting!



Writing fact of the term

Did you know the letter 'f' is the only tall and long letter in the alphabet?

