

Crestwood Park Primary School



**Helping your child
with writing.**



Key Stage 2.

- ◆ We do not want writing to be seen as a chore! It is therefore a good idea to buy a special book or a special pen for children to use for their writing at home.
- ◆ When writing a sentence encourage your child to say it out loud. Talking first and articulating complete sentences, using Standard English, is so important.
- ◆ After writing any sentences re-read it out loud to check it makes sense.
- ◆ Write sentences to describe main characters— their looks, the way they dress, the way they talk, things they like/dislike.
- ◆ Choose an image/photograph/picture your child is interested in and write about it! Even listening to a piece of music can be a stimulus for writing.
- ◆ When visiting places, collect leaflets, handouts and fliers. Then use these for children to use to create their own versions!
- ◆ Write about memories or experiences of their own. If they are passionate about the subject, they will be more inspired to write!
- ◆ Ask them to imagine they are a character in a book. Write a diary entry that reflects thoughts and feelings about an event in his/her life.
- ◆ Write letters, postcards instead of sending text messages!
- ◆ Pick a descriptive word from a text, write it down and then using the thesaurus, write down five synonyms (similar words) and five antonyms (opposites) for that word.
- ◆ Take the lead from any homework activities set in school. If your child comes home with a task linking to a specific spelling pattern, encourage him/her to find even more words with this spelling and write them in their own sentences.
- ◆ Look at the ‘Writing Skills’ section that was part of: The New National Curriculum. A Guide For Parents. These were handed out at Parents Evening. Encourage your child to think about presentation, taking note of the handwriting script we use at school.

In school we talk about:



ments of VCOP

We want to see evidence of all elements of VCOP within children's written work.

V stands for **vocabulary**.

We want the children to develop their use of language. If they write the word ‘good’ we encourage them to use a more improved alternative—for example: wonderful, marvellous, extraordinary, fabulous, astonishing, incredible, superb, astounding. We sometimes refer to these words as ‘wow’ words. We also ‘magpie’ (steal) words from texts to use in our writing. Children are encouraged to create a collection of words they could use in their own writing. Using ideas from the books you are reading is the key to successful writing.

C stands for **connectives**.

These are the words we use to join and extend sentences. They can also be used at the start of sentences.
Examples of connectives are: and, but, so, because, after, furthermore, although, therefore, however, meanwhile, consequently.

O stands for **openers**.

We want children to begin each sentence with a different word. To avoid using ‘The’ too often we encourage children to start a sentence with a connective, adjective or adverb

P stands for **punctuation**.

The pyramid on the back of this leaflet shows the types of punctuation children need to use when writing. At the top, the pyramid shows the punctuation needed in early writing. The pyramid then progresses and the bottom level shows all of the punctuation we expect a child to use by Year 6.