



Becoming better writers

Over the course of Year 2 there will be a focus on improving four main aspects of the children's writing. These are:

Vocabulary – encouraging the children to use imaginative adjectives in their writing

Connectives – teaching the children how to link their ideas using a variety of different connectives

Openers – encouraging the children to begin their sentences in different ways (rather than always with a noun or pronoun)

Punctuation – consolidating the children's knowledge of when to use capital letters and full stops and extending their use of punctuation to include question marks, exclamation marks, speech marks and commas.

On the reverse of this sheet you can find some advice for how to help your child with these aspects of their writing when you are doing any writing activities with them at home.

I have also included a word mat with some example words for each of these areas to guide you and your child. I hope you find this helpful, and please feel free to come and ask if you ever have any questions regarding how to help your child with their writing at home.

Advice for helping at home

	<u>Top tips</u>	<u>Example</u>
<u>Vocabulary</u>	Encourage the children to add adjectives into their writing wherever possible. It is helpful to get the children to think about all of their senses when writing. Ask them questions such as: what does it sound like? What does it feel like? What does it look like? Encourage children to tell you how they did something (slowly, quickly, quietly, carefully). Try to discourage your children from using 'boring' verbs such as 'went' and 'said' . To avoid this, ask them questions such as: How did you get there? How did they say it? To draw out more interesting vocabulary from your children.	<p>I went to the beach</p> <p>BECOMES</p> <p>I quickly skipped to the busy beach and heard the splashing waves.</p>
<u>Connectives</u>	If your child is writing in short sentences encourage them to link their ideas using connectives such as 'but' 'then' 'so' because' and 'when;.	<p>I went to the park. I played on the swing. It was hot. I had an ice-cream.</p> <p>BECOMES</p> <p>I went to the park and played on the swing. It was hot so I had an ice-cream.</p>
<u>Openers</u>	Younger children have the tendency to begin most/all of their sentences using a noun/pronoun. To help avoid this try getting the children to think about 'when' something happened (at the weekend, the other evening, a few years ago). They can then use this to open their sentence. Also encourage them to think about where something happened (in the dark house, in the woods, at the seaside) and this can also be used to open their sentence.	<p>I went on holiday to Greece and saw dolphins in the sea.</p> <p>BECOMES</p> <p>A few years ago I went on holiday to Greece and saw dolphins in the sea.</p> <p>OR</p> <p>In Greece, where I went on holiday, I saw dolphins in the sea. (more advanced)</p>
<u>Punctuation</u>	<p>Keep reminding your children to use capital letters and full stops in the correct places as this is a habit that children can find difficult to get into.</p> <p>Also begin encouraging your children to use more advanced punctuation. Try practicing writing a conversation between two people with your child as this often allows for exclamation marks, question marks and speech marks to be practiced. You could tie this in with a book you are reading with your child and write out an imagined conversation between two of the characters.</p>	<p>"Come over here!" shouted the girl. "What do you want?" asked the boy.</p>