

So how can I help my Year 3 child?

Help them by:

- Learning weekly spelling lists;
- When they have written something, get them to underline any words they think they might have got wrong and check together, using a dictionary where necessary;
- Noticing links between tricky words or finding words inside words;
- Noticing if they are writing too many short sentences and encouraging them to add information using conjunctions e.g when, if, that, before, after, while, because or, and & but;
- Reminding them that they can open a sentence with an adverb such as then, next, soon and therefore;
- Reminding them that they can open a sentence with a preposition such as before, after, during, in and because of;
- Encouraging them to add adjectives to help description or to be more specific (be ambitious with choices);
- Making sure their sentences end in full stops and begin with a capital letter;
- Making sure questions finish with question marks.
- Making sure exclamations are used when something is shouted or said in surprise.
- Making sure they use commas between all the items in a list with an and between the last two items.
- Reminding them that they can use inverted commas (speech marks) to show when someone is speaking;
- Getting them to think about grouping ideas into paragraphs;
- Spotting any examples of the grammatical terms below when you are reading (from time to time - not every reading session needs to be a grammar lesson! ☺);

preposition, conjunction, word family, prefix, clause, subordinate clause direct speech, consonant, vowel, inverted commas (or 'speech marks')

So how can I help my Year 4 child?

Help them by:

- Learning weekly spelling lists;
- When they have written something, get them to underline any words they think they might have got wrong and check together, using a dictionary where necessary;
- Noticing links between tricky words or finding words inside words;
- Reminding them to use an apostrophe to show that something belongs to someone e.g Sophie's ball;
- Checking they have remembered to use *we were not we was* and *I did* instead of *I done*;
- Encouraging them to add more detail to noun phrases to help description or to be more specific (e.g. the teacher expanded to: the strict maths teacher with curly hair);
- Reminding them that they can open some sentences with fronted adverbials and a comma [for example, **Later that day**, I heard the bad news.];
- Reminding them that they should be grouping ideas together in paragraphs;
- Encouraging them to check the punctuation they have used with speech marks;
- Spotting any examples of the grammatical terms below when you are reading (from time to time - not every reading session needs to be a grammar lesson! 😊).

preposition, conjunction, word family, prefix, clause, subordinate clause direct speech, consonant, vowel, inverted commas (or 'speech marks') determiner, pronoun, possessive pronoun, adverbial.

So how can I help my Year 5 child?

Help them by:

- Learning weekly spelling lists;
- When they have written something, get them to underline any words they think they might have got wrong and check together, using a dictionary where necessary;
- Noticing links between tricky words or finding words inside words;
- Reminding them that they can sometimes add a relative clause to add information or make details clearer e.g *The table, which was battered and had a wobbly leg, fell apart;*
- Reminding them to use linking words between paragraphs so that writing flows;
- Encouraging them to think carefully about the punctuation they are using. If they always use commas, could they use brackets or dashes to drop in information?
- Spotting any examples of the grammatical terms below when you are reading (from time to time - not every reading session needs to be a grammar lesson! 😊).

preposition, conjunction, word family, prefix, clause, subordinate clause direct speech, consonant, vowel, inverted commas (or 'speech marks') determiner, pronoun, possessive pronoun, adverbial, modal verb, relative pronoun, relative clause, bracket, dash.

So how can I help my Year 6 child?

Help them by:

- Learning weekly spelling lists;
- When they have written something, get them to underline any words they think they might have got wrong and check together, using a dictionary where necessary;
- Noticing links between tricky words or finding words inside words;
- Reminding them that they can sometimes add a relative clause to add information or make details clearer e.g The table, which was battered and had a wobbly leg, fell apart;
- Reminding them to use linking words and phrases between paragraphs so that writing flows;
- Getting them to make non-fiction pieces clearer to the reader by adding layout features such as headings, sub-headings, columns, bullets, or tables, to structure text;
- Encouraging them to think carefully about the punctuation they are using. If they always use commas, could they use brackets or dashes to drop in information?
- Reminding them to use a semi-colon, colon or dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] NOT A COMMA.
- Reminding them to use a colon to introduce a list and semi-colons between phrases in a list;
- Playing, 'Give me a synonym for... give me an antonym for...'
- Spotting any examples of the grammatical terms below when you are reading (from time to time - not every reading session needs to be a grammar lesson! ☺).

preposition, conjunction, word family, prefix, clause, subordinate clause direct speech, consonant, vowel, inverted commas (or 'speech marks') determiner, pronoun, possessive pronoun, adverbial, modal verb, relative pronoun, relative clause, bracket, dash, subject, object, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.