

# How to help your child with writing

## Year 4

## Ways to help with writing

- Help your child write a letter to their favourite author. Correspondence can often be sent to an author's publisher (whose details can be obtained on the internet) who will pass it on.
- When you go on holiday, encourage children to write postcards to friends or relatives. They could record things that you do in a holiday diary which they can share with friends or relatives when they get home.
- After making a cake or doing a craft activity, challenge children to write the recipe or instructions for someone else to use.
- Write an information page or booklet about something they find interesting e.g. spiders, Dr Who, dinosaurs, cats, etc. Draw a picture and label it or write a caption to go with it.
- Encourage your child to learn weekly spellings and phonic group spellings. Write the spellings in sentences with accurate punctuation and practise high frequency words and handwriting.
- Provide your child with a comfortable place to work and exciting writing materials. A dictionary and thesaurus would also be useful.
- Ask your child what his/her writing targets are from time to time and help them work specifically on these.
- Talk through their ideas with them before they start to write, for example, prompt them to think about how they intend to tackle a subject.
- Help them to reflect on their writing, particularly the effect they hoped to have on the reader. For example, is the reader sufficiently prepared for the ending? Have they introduced all the characters?
- Encourage them to read through their work, shaping their sentences for clarity and impact and checking their accuracy.

On the following pages are the targets your child is working on and will need to be secure in by the end of the school year.

Write each different idea in my writing in its own paragraph, leaving a line between each.

✓ *Harry and Alisha walked up the steep hill. It was hard work and they were soon tired. They sat down and caught their breath.*

*Suddenly, a growling noise came from a bush! Two pairs of yellow eyes glowed through the leaves and a fearsome wolf padded out.*

Use connecting words like when, if, because and although to join together two ideas (clauses) in one sentence.

✓ *She was happy **when** the bell rang. He thought he would win **if** he practised really hard. She was sleepy **because** she had gone to bed late. He didn't do very well **although** he had practised.*



## Year 4 Writing Targets

Use speech marks and commas to show someone is speaking.

✓ *The soldier shouted, "Stop! Who goes there?"*

Use adverbs to add detail to a verb (an action).

✓ *He ran **quickly** to the bus stop.*

Use a pronoun instead of a noun so I don't keep repeating the same noun in a paragraph.

✗ *James crept through the house. James didn't make a sound.*

✓ *James crept through the house. **He** didn't make a sound.*

Use fronted adverbials and follow them with a comma.

✓ ***Quickly**, he ran to the bus stop.*

✓ ***At the last minute**, he jumped onto the bus.*

## Eight ways to improve a sentence

The mouse ate the cheese.

✓ **Add words in:**

*The greedy mouse carefully ate the stale cheese.*

✓ **Add on at the beginning:**

*While it was waiting, the mouse ate the cheese.*

✓ **Add on at the end:**

*The mouse ate the cheese because it was hungry.*

✓ **Add a simile:**

*The mouse, like a tiny vampire, sank its teeth into the cheese.*

✓ **Start with an "ing" clause.**

*Sniffing cautiously, the mouse nibbled the cheese.*

✓ **Alliteration:**

*The miniscule mouse, marvelled at the mouldy cheese cheerfully.*

✓ **Start with an "ed" clause.**

*He chuckled, his mouth full of cheese.*

**Change words:**

✓ *The rodent gnawed the cheddar.*