

**The following pages  
give you practical tips  
for supporting your  
child in writing**

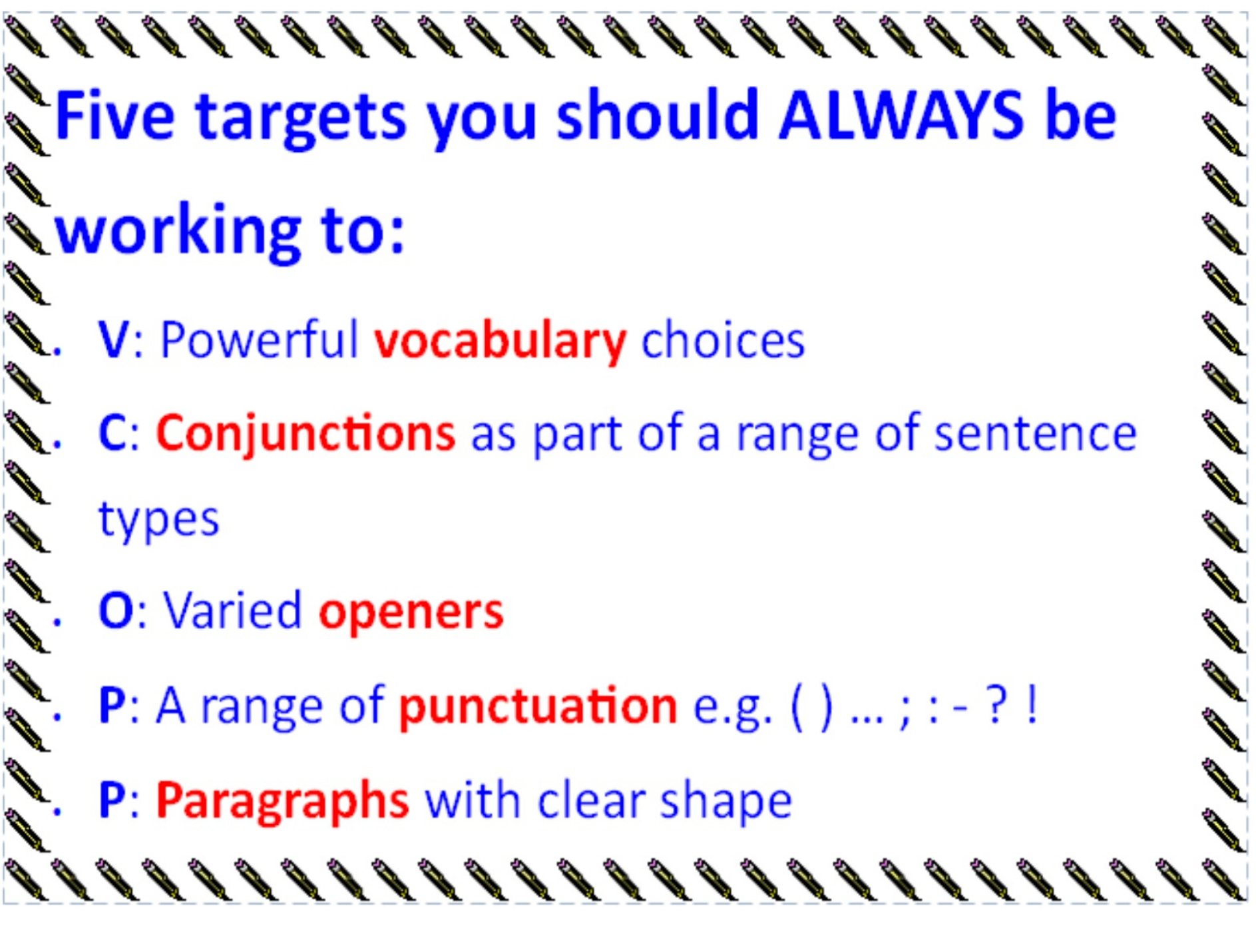


# **What makes up a literacy topic?**

**Spoken English-** drama,  
presentations, retellings, debate

**Reading-** comparing, highlighting,  
annotating, posters of key features

**Writing-** one section, with support  
to plan, an extended piece, an  
independent revisit



## Five targets you should ALWAYS be working to:

- . V: Powerful **vocabulary** choices
- . C: **Conjunctions** as part of a range of sentence types
- . O: Varied **openers**
- . P: A range of **punctuation** e.g. ( ) ... ; : - ? !
- . P: **Paragraphs** with clear shape

**Let's look at each of these  
areas in turn...**





# Ways to improve.... **V**ocabulary

**Use adjectives and adverbs**

**Use more ambitious vocabulary  
(Think of synonyms-use a thesaurus)**

**Use specialist/technical vocabulary**

**Use figurative language (similes,  
metaphors)**

**Use the best word for the job!**

Add... **C**onnectives, or conjunctions

These can link ideas in the middle of a sentence,

**He ate more because he was hungry.**

..or link between two sentences,

**It had snowed. However, the air felt warm.**

..or be placed at the beginning of a complex sentence.

**Although it had snowed, the air felt warm.**

Use...



Openers

**Find a range of ways to open a sentence:**

**Without hesitation,  
After looking left  
and right,  
Swiftly,  
At the corner,**

**..the man  
crossed the  
road.**



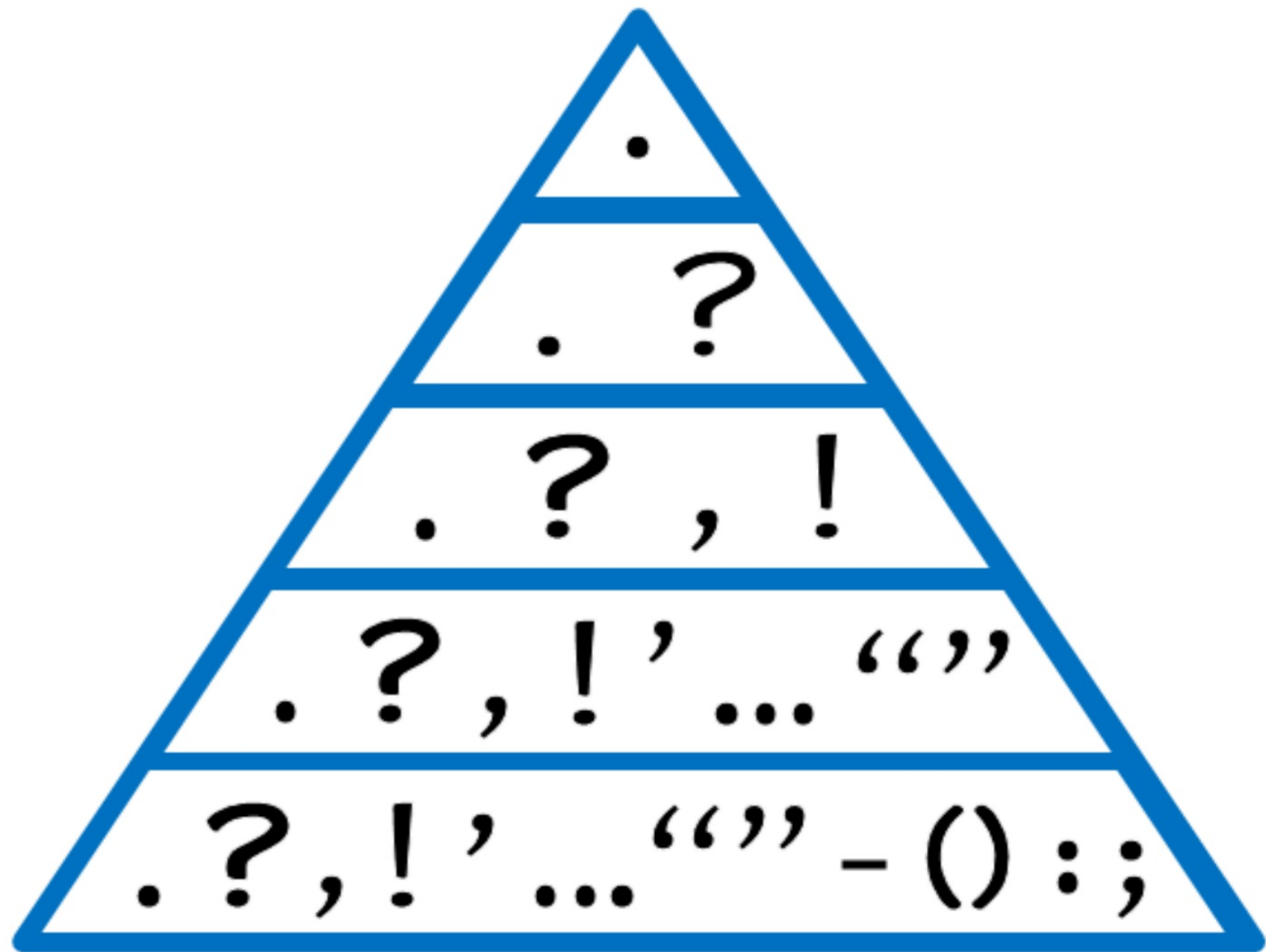
# Think about... **P**unctuation

**Read the work aloud to hear the end of a sentence.**

**Remember, you need for capital letters for proper nouns, including your own name!**

**Can you find a place to use  
( ) - ? ! ... : ; ' ?**





Shape the text by using... **P**aragraphs

**Group sentences about the same idea together**

**Start a paragraph with a clear topic sentence so the reader knows what the paragraph is about.**

**Use connectives and pronouns to link ideas**

**Make a link between paragraphs**

**We are far more likely to  
produce quality writing if  
we...**

**Rehearse**

**Write**

**Reread!**