

What to Expect from KS2 Home Learning

The following set of slides outlines common themes that you will see within your child's home learning, specifically writing. It will outline why particular decisions have been made by the child and the possible feedback a teacher may give them to further develop their learning. Whilst it can be very tempting to heavily support your child with their writing and other areas of learning, it's important that they are given the right tools to show off their independent learning so that the teachers can provide honest, constructive feedback, tailored to the individual child's needs.

When writing an initial piece, we refer to this as having our 'writer's hat' on. This helps the children to recognise that when they are drafting their piece, they do not need to continually edit their writing as this can be a hindrance to the writing process.

When editing a piece of writing, we refer to this as having our 'editor's hat' on; meaning that we can focus more heavily on proofreading for errors, making corrections and improving the piece where possible.



How we support children's development of writing in KS2

In KS2, we encourage the children to read their writing back to themselves out loud - this allows the child to identify where punctuation and grammatical errors may have been made as they are able to *hear* the errors and note areas that do not flow well or sound accurate. We also ask the children to ensure they have included the learning objective within the piece of writing - can they identify this themselves?

Lower KS2

- Use phonics knowledge to draw out the sounds within a word when spelling
- Begin to use a dictionary to support spelling
- Ensure each sentence has a full stop and capital letter
- Ensure the piece is written in a consistent tense
- Use a thesaurus to up-level the vocabulary within the piece of writing

Upper KS2

- Use a dictionary to check the spelling of words
- Ensure all punctuation has been used accurately such as commas in lists and to separate clauses
- Identify any grammatical errors (by reading aloud) such as incorrect use of homophones or inconsistent tense
- Use a thesaurus to up-level the vocabulary within the piece of writing



Year 3

It was nearly time for lunch so I went fishing with my best friend Matilda. She took me to the pond. We started fishing but then a shark pulled me in the ^{pond} sea. Then Matilda died in too. Just as she took me out we ran back and out ~~at~~ out.

The child has forgotten to use a capital letter for 'Matilda'. When editing, we would encourage the child to read back through and check that they have used a capital letter at the start of every sentence and for proper nouns such as a name of a person or place.

The next day, we made a net so no animals can get us. Matilda said let's go and get breakfast so we did. We got some fish and leafs. When we went back we saw a deer. It had beautiful horns and fluffy skin. Then we found out our tents so we cut.

This sentence doesn't make complete sense. When editing, the child would be encouraged to read this aloud to hear where potential grammatical errors have been made and then correct them appropriately. In this instance, where the child has made some edits when writing, they have forgotten to cross out the word 'and' as it does not now fit in the newly edited sentence.

A capital letter has been used for the word 'next' which is not accurate. We would encourage the child to check back through their writing to ensure their letter formation is correct, including the use of capital letters in places where they are not needed.

The child has written 'leafs' as the plural of 'leaf'. This is a common misconception and when giving feedback, the teacher would discuss plurals with the child and attempt to draw out what the accurate plural is.

Then we had a rest of

Some words are spelt incorrectly such as 'fluffy'. It is clear that the child was attempting to write 'fluffy' and that they have used their sounds to spell this.



Deaf Diary

A new man has escaped our house with two cats. Me my mum and my dad and brothers along with my sisters were very curious about this stranger with his two cats. But he was so kind he gave me a toy mouse. My brothers and sisters circled around it to admire it. I left them to tell my dad something

When I got to school I told him something important. I told him "why do we not go outside?". My dad replied "because it's dangerous out there with cat ladders, strangers, and killer dogs". Then I told him I want to go outside but he said "no". In a cross way I tried to keep on saying please, but the more I said the less he listened. I finally ^{accepted} ~~accepted~~ to go because he would get more class.

The child has made a few spelling errors during the initial writing stage. They were able to correct these once they were pointed out to them. We encourage the children to use a dictionary to check their spellings, a skill that is taught in Year 4.

Year 4

Here, the child has started their sentence with the word 'but'. We encourage children to avoid starting their sentence with a coordinating conjunction as this can lead to confusion around where the conjunctions should be used - to connect two independent clauses together. Via feedback, the child could consider alternative ways to start their sentence such as a fronted adverbial (taught in Y4).

The child has included dialogue in their writing but is missing some of the key punctuation required when using inverted commas such as a capital letter at the beginning of speech, a comma before it begins and keeping the punctuation at the end of the dialogue inside of the inverted commas. We would encourage the children to check this when editing and provide them with specific feedback to draw their attention to this area. We may also re-model this skill if it is an area the child finds challenging.

The child is missing some key punctuation such as commas after fronted adverbials. This would be pointed out by the teacher during verbal feedback or via written marking; the child would then be encouraged to determine which pieces of punctuation are missing. We rehearse and model the reading aloud process so the child can **hear** where missing punctuation should be placed.



Year 5

Wednesday 20th January 2021
to: to Spell Some words with Silent letters

Dear diary,
I am numb; ma is not looking well.
Emily and Lizzie, who are my aroying Sisters.
Say she is okay but I don't because I am
not stupid. a bit lovely.

We are officially skint; I used ma's last
shilling on a meat, scrummy pie, which
had lots of graye. I eaten every last
crumb. In timidatedly, ma didn't have a
bite, which made me very worried about her.
She has mostly been asleep for a whole
month. last night, we were all asleep, well
except for me - but to my feeling we were
all awake.

Suddenly, a mean man called Mr. Spink
charged in. he asked for money to pay
the rent but we had no money to pay.
what he says to us is cril and rich. He was
mostly wrong and he calls me 'sarny' or 'w'.
He is Super mean.

Now, Mr. Spink says that he has
family of egit people and they
would pay him money; so we are
moving out. I got my wooden horse
and Lizzie's boots, ma wore her bonit
and her rags; and Lizzie and Emily got
all of the other stuff and we are
now poorer than poor.

The child has incorrectly spelt 'graye' but has attempted to use their phonics knowledge to sound out the word. It is clear that they were attempting to write 'graye'. Teachers can give feedback to the child to support them in drawing out all of the sounds from the words they are trying to spell as well as directing them to use their dictionary skills learnt in Y4 to check the spelling of words

The choice of fronted adverbial doesn't quite work with the rest of this sentence. When proofreading, the child would be encouraged to read aloud to themselves so they can hear where potential grammatical errors have been made and then self-correct.

The semi-colon has been incorrectly used here as it is next to the coordinating conjunction 'so'. We would encourage the child to determine whether they need both of these and if not, choose which they feel is best placed in the sentence.

When editing, we would encourage the child to consider more exciting and appropriate vocabulary to improve their piece of writing. To do this, we would direct them towards using a thesaurus to look up synonyms. This helps to develop their language as well as their understanding of words that have the same meaning.



Year 6

striking ✓ The ferocious lightning fell from the sky striking the choppy water as the large boat swayed side to side. The men about ventured on with dread in their eyes. They were going on a voyage to the Semonea Island but it was ~~unbet~~ unlikely they would make it. The lightning crackled; it was going to strike. After hours of sailing, they finally defeated the storm, now the hectic waves were as still as a statue. The men ~~where~~^{were} very, very lucky.

The child has used 'where' instead of 'were'. When editing, the child would be encouraged to read aloud to themselves to highlight where grammatical errors may be so they can then correct them as necessary.

The child has misspelt 'defeated'. They would be encouraged to use their dictionary skills (perhaps being given the first three letters if they are unsure) to find the correct spelling for this word when editing.

There is punctuation missing from this sentence that is stopping it from flowing in the way that it should. By reading aloud, the child may be able to identify where the punctuation is missing and what piece of punctuation would be best placed.

There has been some confusion between 'of' and 'off' here. By reading it back, the child will be able to identify which one it should actually be.

sp ✓ It was dawn, they arrived at Semonea IS all of their faces were beaming. The first sight they saw of this Island was breathtaking. Glistening fire flies disappeared into the night sky like shimmering stars; Charles looked around in amazement. What a first day! They all were so tired of what happened ~~this~~ that day they nodded off straight away.

