

Happy Friday Athena and Odysseus!



Yesterday, you finished writing your letter. Well done for all of your fantastic ideas – I think Mr and Mrs Grinling are going to love hearing them.

BUT ... Before we tell Mr and Mrs Grinling about your ideas, we must look at **editing and improving our work.**

This is an important part of becoming a fantastic writer, as we make sure we have produced the best writing we can by taking our time to check that we have including all of the features we need.

If you have a coloured pen, you can edit your work like we do in class and write your corrections neatly over the top. If you need to though, you can re-write parts of your work on the next page of your book.

Remember: Mistakes are GOOD! They help us LEARN! 😊





Success Criteria:

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|---|
| 1. Read the letter you wrote yesterday. |
| 2. Check your writing checklist below. |
| 3. Edit and improve your work by checking and correcting it or by adding any missing features. |
| Challenge: Add adjectives (describing words) to make your writing more exciting and underline any key words you have used from the book (for example, <u>lunch</u>). |

Writing checklist for your letter:

Did I



| | | |
|---|------------------|--|
| Write lowercase letters correctly | a b c d e | |
| Write capital letters correctly | A B C D E | |
| Use finger spaces between words | | |
| Use capital letters for: I, people's names, places, days and at the start of the sentence e.g. I saw Patrick in Islington on Saturday . | | |
| Use a full stop at the end of a sentence ● | | |
| Use and to join ideas in sentences | | |
| Use your word mat to spell many common exception words and put them in your writing | | |
| Reread every sentence to check it makes sense | | |

| | | |
|-------|-------|--------|
| the | they | one |
| a | be | once |
| do | he | ask |
| to | me | friend |
| today | she | school |
| of | we | put |
| said | no | push |
| says | go | pull |
| are | so | full |
| were | by | house |
| was | my | our |
| is | here | |
| his | there | |
| has | where | |
| I | love | |
| you | come | |
| your | some | |



Success Criteria:

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|---|
| 1. Slowly and carefully read your letter out loud . |
| 2. Look at your writing checklist below and think about which features you could add to your letter. |
| 3. Edit and improve your work by checking and correcting it or by adding any of the missing writing features. |
| Challenge: Make sure you have used adjectives, adverbs and commas in lists within your plan (EG: Carefully place the lunch in the strong, brown basket...) |

| | |
|---|--|
| Write lowercase letters correctly a b c d e | |
| Write capital letters correctly A B C D E | |
| Use finger spaces between words and <u>Write on the line</u>  | |
| Use capital letters for: I, people's names , places , days and at the start of the sentence . e.g. I saw Patrick in Islington on Saturday . | |
| Use a full stop at the end of a sentence ● | |
| Start to use <i>joined up handwriting</i> | |
| Use different types of sentences e.g. statement, questions ? , commands and exclamations ! | |
| Use conjunctions and , or and but to join ideas (co-ordination) | |
| Use conjunctions when , if , that and because to join ideas (subordination) | |
| Use expanded noun phrases e.g. The dusty, ancient door . | |
| Use present or past tense correctly all the way through. The weather is beautiful today . The weather was beautiful yesterday . | |
| Use the progressive form of verbs to show actions going on e.g. she is drumm ing , he was shout ing | |
| Use commas in a list e.g. For lunch I had a sandwich, fruit, yoghurt and some water. | |
| Use apostrophes for possession, showing something belongs to someone e.g. Patrick's office. My friend's house. | |
| Use contracted words e.g. don't, can't, I'm, didn't | |
| Use suffixes -ment, -ness, -ful, -less, -ly at the end of words | |
| Use your word mat to spell many common exception words and put them in your writing |  |
| Reread every sentence to check it makes sense, making changes to improve it | |