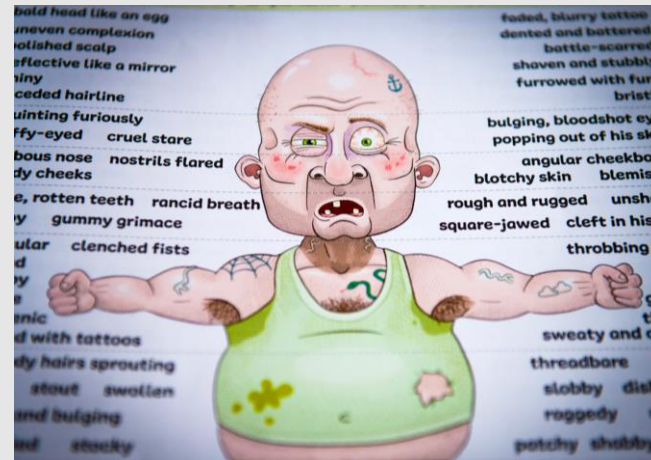
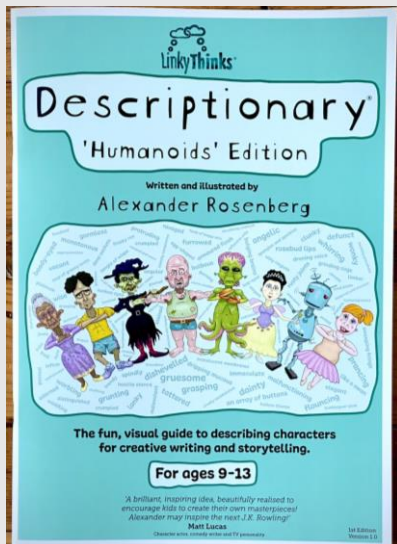


## English Newsletter November 2023

This year, we are focusing on ways to develop children's writing skills across our school. The children and staff have benefitted from an incredibly generous donation from the FOMS, raised through your kind and generous support of our school, which has enabled us to purchase some exciting and challenging resources to develop our children's vocabulary within their writing (see images below).

Developing more ways to teach and learn the Spelling, Punctuation and Grammar element of the curriculum, is another driver for us this year. Our subscription to Grammarsaurus has provided classes with a consistent source of expertise that we have been able to deliver through effective Power Up sessions – But, what is the impact of all of this on our children's writing...? Read on to find out!



## Half Price Book Fayre!



**Wednesday 6<sup>th</sup> December: 3:30 – 4pm**

**Thursday 7<sup>th</sup> December: Open after school from 3:30 – 6pm, alongside the FOMS Christmas Disco (3:30 – 4:30 Phase 1 & 2 and 5pm – 6pm for Phase 3 & 4)**

**Friday 8<sup>th</sup>: December: As some of our children use taxi transport, they will be able to visit the fayre during the afternoon and select a book to purchase. Please send your child to school with money in an envelope, if you would like them to purchase a book. Rest of the school: 3:30 – 4pm**

**Monday 11th December: 3:30 – 4pm**

**Year One and Two children** have been including powerful adjectives in their writing to describe the settings, like the street sounds and smells of the Fire of London or stepping into Autumn settings. This has enabled the reader to imagine exactly what they have been describing.

**Nate in Year 1 wrote:** People were running, screaming and terrified.

**Lottie in Year 2 wrote:** The cherry and honey and chocolate leaves were like fire.

**In Phase Three**, children have been investigating interesting ways to extend their sentences through their developing knowledge of grammar, such as by using conjunctions, adverbials, noun phrases and writing from a different perspective enabling children to really bring their Pompei and danger settings to life!

**Sophia in Year 3 wrote** (from a flood perspective): Now it is my time, I've come from far away and everything will be destroyed, then I'll vigorously destroy living things.

**George C in Year 4 wrote:** One hour later, I heard screaming from adults, crying from babies and people climbing on tall buildings.

**Our Year 5 & 6 children** have been busy exploring how to write an engaging tale of fear, that conveys a specific effect on the reader. Their skills of applying personification and metaphors to their writing through the vocabulary resources have helped them to uplevel the content of their writing.

**Bea in Year 5 wrote:** I could see the crystal-clear sea staring at me...the silvery tired sails danced gleefully in the salty sea-breeze

**In Year 6 wrote:** The beach lay in silence, blocked from all human interaction. The horizon stretched up into the infinite loop.

## Super SPaG!



**Pronouns**

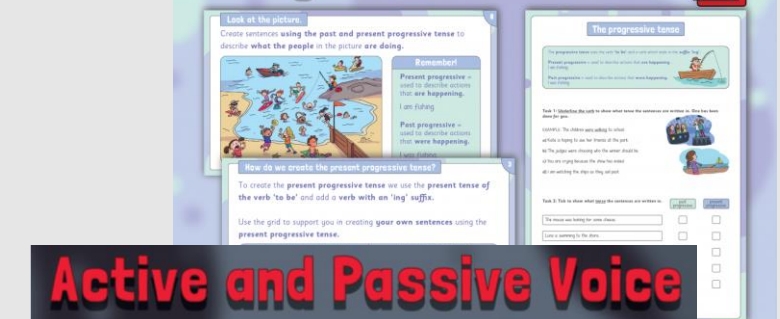
**What are pronouns?**  
There are lots of different types of pronouns.  
We need to learn about **personal pronouns**.  
These replace a person, place or thing in a sentence.  
They stop us **repeating ourselves!**

**Personal pronouns**  
Here are some other personal pronouns.  
How do you use them in a sentence to describe these people?

**Pronouns**  
What are pronouns? They replace nouns in a sentence.  
When you are writing about yourself, you use **I**.  
e.g. **I** like swimming.  
**Have a brother and a sister.**

**Task 1** Write the answers to these questions. Make sure your answers begin with 'I' as often as you can!  
What are you doing?  
What are you going to do?  
What do you like to do at the weekend?

**Task 2** Find the sentences which include the personal pronoun 'I'.  
Write the full name.  
Do you know where they live? Write the name of the place.  
Write a good name.  
Write an age.  
Write an animal.



**Progressive tense**

**Look at the pictures.**  
Create sentences using the **past and present progressive tense** to describe **what the people in the picture are doing**.

**Remember!**  
**Present progressive** = used to describe actions **that are happening**.  
**I am taking**  
**Past progressive** = used to describe actions **that were happening**.  
**They were taking**

**How do we create the present progressive tense?**  
To create the **present progressive tense** we use the **present tense of the verb 'to be'** and add a **verb with an 'ing' suffix**.  
Use the grid to support you in creating **your own sentences** using the **present progressive tense**.

**The progressive tense**  
Progressive tenses are used to describe actions that are happening at the moment.  
The **present progressive** is used to describe actions that are happening now.  
The **past progressive** is used to describe actions that were happening at the same time in the past.

**Task 1** Describe the verb to show what the sentence are written in. Write the verb in the box.  
The children **are playing** in the park.  
The dog **was barking** at the other children.  
The boy **is laughing** because the other boys are all laughing like they are!

**Task 2** Write the verb to show what the sentence are written in.  
The woman **was taking** her own class.  
The man **is working** in the office.



**Active and Passive Voice**

**Subject, verb and object**  
Look at the grid below.  
Thinking about the active voice, can you match each word to its **correct definition**?

<b>subject</b>	person or thing that the action is done to
<b>object</b>	an action, or a state of being
<b>verb</b>	person or thing that does the action

**What is the active and passive voice?**  
A sentence is written in the **active voice** when the **subject of the sentence is performing the action**.  
**The maid cleaned the library.**  
A sentence is written in the **passive voice** when the **subject of the sentence has something done to it by someone or something**.  
**The library was cleaned by the maid.**

**Active and Passive Voice**  
Look each word to the correct definition below.  
**subject**  
**object**  
**verb**

**The maid poisoned the cook.**  
Write the past tense of the verb to complete the sentence.  
**poisoned**  
**poisoned**  
**poisoned**

**Task 1** Write the subject in each sentence.  
a) The children **are laughing** because the other boys are all laughing like they are!  
b) The dog **was barking** at the other children.  
c) The boy **is laughing** because the other boys are all laughing like they are!

**Task 2** Write the verb in each sentence to show what the sentence are written in.  
a) The woman **was taking** her own class.  
b) The man **is working** in the office.  
c) The boy **is laughing** because the other boys are all laughing like they are!

## Mawsley Cabin Wins Creative Competition!

Our children are not just creative and talented in writing at Mawsley School. The children who attend our wonderful before and after school cabin have also been busy creating something incredibly exciting!

The children submitted several pieces of artwork in a nationwide book illustration competition, to provide illustrations for a book series called 'After School Clubs' Perfect Pets'. We are absolutely thrilled to announce that their super artwork has been selected to appear in the Perfect Pets book series, due to be published in January 2024!

Not only will our children see their creations published, but we are also awaiting news of whether somebody's art will be successful in being selected to be used as the front cover, alongside other prizes that include animal adoption packages and a possible £1000 prize for the school!

Well done to the cabin children and staff for thinking and working so creatively in this project. What a proud achievement for Mawsley School!

Find out more here: <https://www.youngwriters.co.uk/competitions/KS2/perfect-pets>

