



English

Miss Ashley Haynes

Agenda

- ▶ Reading
- ▶ Spelling
- ▶ Writing
- ▶ New expectations



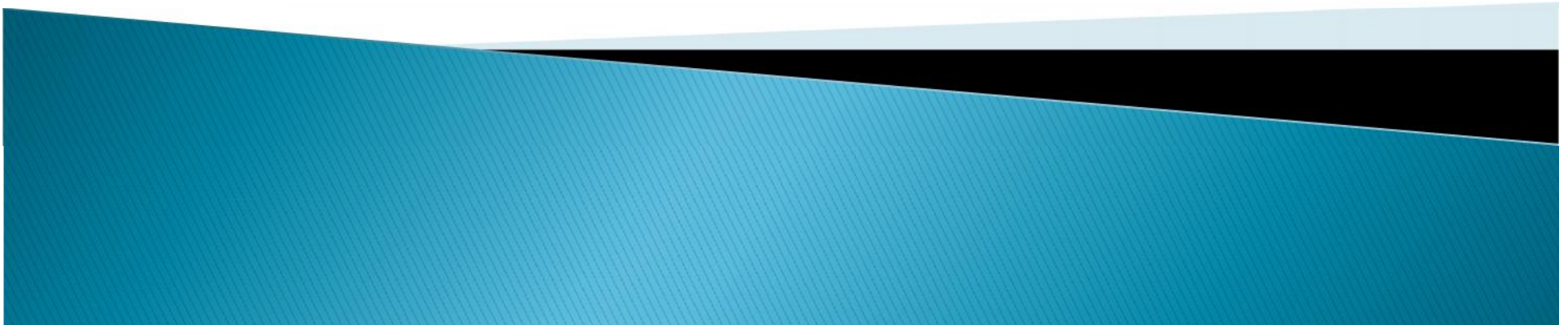
Outcomes

- ▶ Clearer on how to support your child
- ▶ Ideas and tips for reading and spelling at home
- ▶ More knowledgeable about English at Lister





How to support your child with reading



Respect for All Learners for Life

Our aim is to create a love of books.

We want our children to be readers for life.



Research

- ▶ A new report from the Oxford University Press has highlighted the importance of parents reading with their children. **As little as ten minutes a day can make a significant difference to achievement levels.**
- ▶ The report, *Books Beyond Bedtime*, also draws on research which shows that **children who read outside of class are 13 times more likely to read above the expected level for their age.**



The Facts:



"Young people who enjoy reading very much are nearly five times as likely to read above the expected level for their age compared with young people who do not"

NLT 2012

'having as few as 20 books in the home still has a significant impact on propelling a child to a higher level of education, and the more books you add, the greater the benefit.'

Evans et al 2010

'Children who read for pleasure are likely to do significantly better at school than their peers'

Institute of Education (IOE) 2013

'Reading for pleasure is more important for children's educational success than their family's socio-economic status.'

OECD 2002



Reading for Pleasure

- ▶ We celebrate and encourage reading for pleasure with our 'Caught Reading' competition each half term.
- ▶ We enrol all of our children into the local library.
- ▶ We participate in reading events such as, Readathon, International Book Swap Day, Book Week, Poetry Day and National Literacy Trust reading events.
- ▶ Book club
- ▶ Outdoor reading
- ▶ Story sacks



How do we teach reading?

- ▶ Letters and sounds/phonics/CLLD
(communication language and literacy development) -taught daily
- ▶ Guided reading every day
- ▶ Individual reading - book banded
- ▶ Home school readers - reading for pleasure
- ▶ Daily Pie Corbett stories
- ▶ Intervention groups
- ▶ Vehicle used to teach all subjects!



CLLD

Communication language and literacy development is taught from nursery through to year 2.

4 parts:

- ▶ Revise and revisit
- ▶ Teach
- ▶ Practise
- ▶ Apply



Spelling

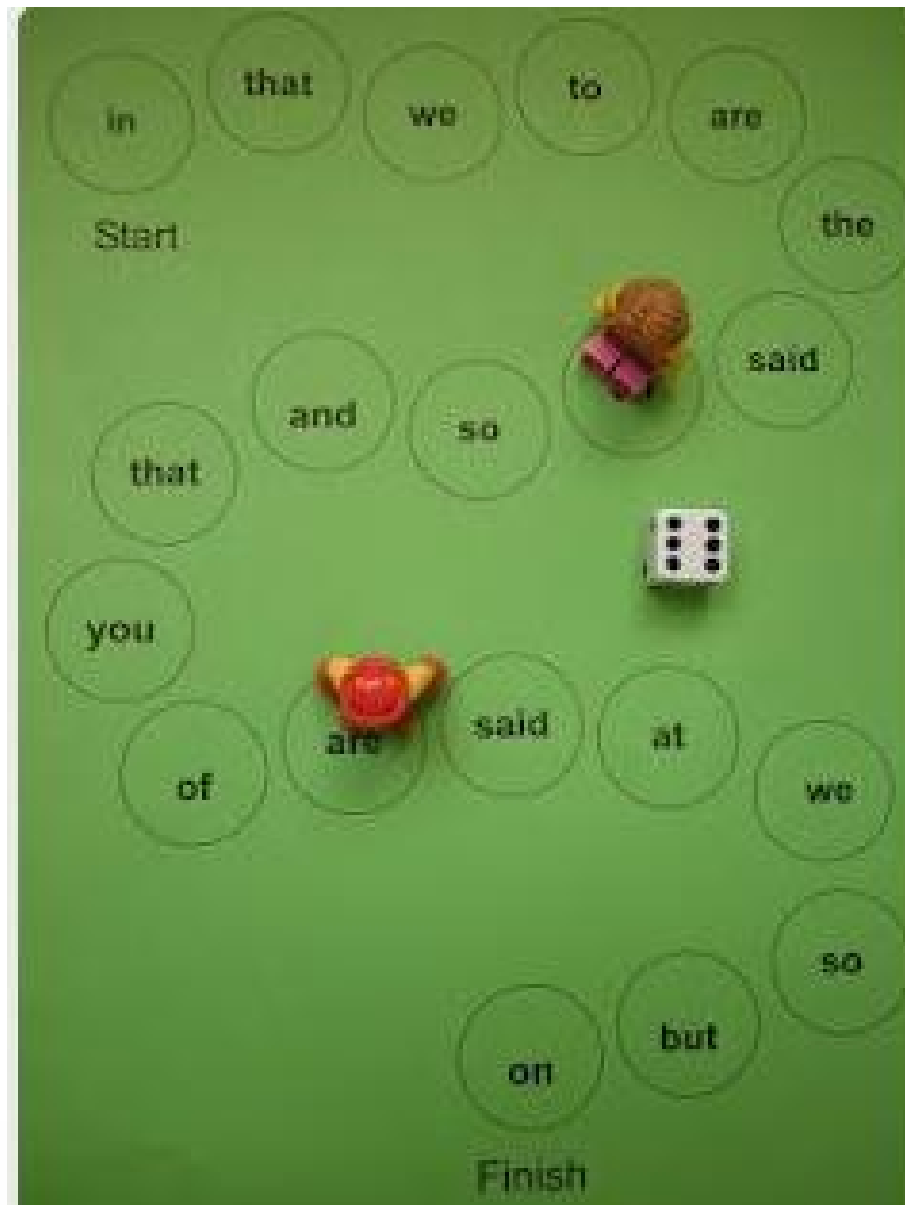
- ▶ Each week your child will bring home spellings to learn for a test the following week.
- ▶ 100 HFW year 1/2
- ▶ 200 HFW year 2
- ▶ Rules - mnemonics
- ▶ These are on the school website and were provided in your class pack at the start of the year. Other supporting materials also on website.

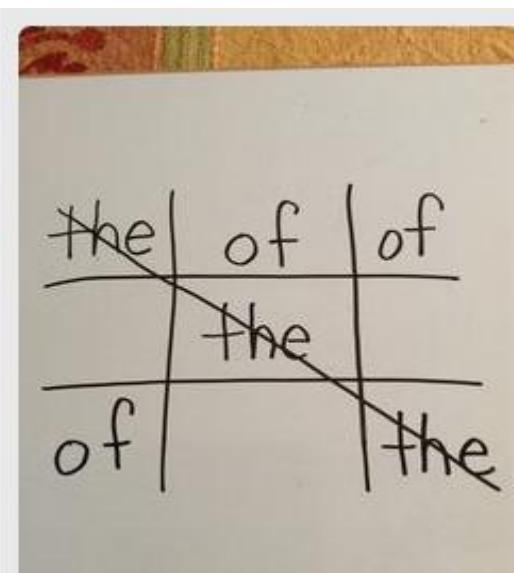
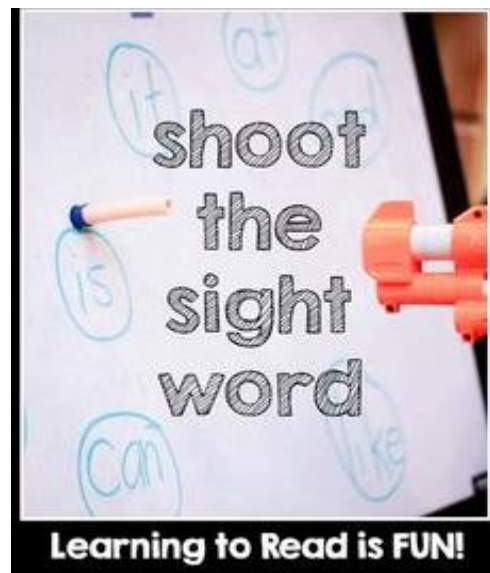


Read, cover, write and check building is another step to appeal to different learning styles.



Ideas...







1.) players take turns reaching into the container pulling out a card without looking, and handing it to another player.

2.) That player reads the word out loud for the person to spell. If they can spell the word correctly, they get to keep the card. If the player is incorrect, the card goes back into the container.

3.) Continue taking turns, reading, spelling and collecting cards.

4.) If you pull out a "BAM!" card, you must put your whole pile of cards back into the container!

5.) If you pull out a "SWIPE" card, it means that you can swipe a card from any player as long as you spell it correctly.

5.) At the end of a specified length of time, whoever has the most cards is the winner!!!



More spelling games

- ▶ Quickwrite - children write the same word as many times as they can within a time limit e.g. 1 minute
- ▶ Word hunt - use the children's reading book to hunt for words in their spelling book and ask them to write them down.
- ▶ Hide words around the house for the children to find.
- ▶ Which one? Write a word 3 ways and the children have to identify the correct spelling.
- ▶ Pairs/treasure - children choose two word cards and if they have the same word on they go in the treasure box



- ▶ Individual reading
- ▶ Guided reading



Name: _____

Class: _____

- Make reading time fun!
- Find a quiet space away from distractions.
- Ten minutes relaxed time is better than 20 minutes rushed time.
- If you can try and relate the story to the children's own experience.
- If the book is an information book, tap into the children's knowledge of the subject.
- Talking about books helps children become more interested and involved with reading. Asking questions will help children to understand the text.
- Give lots of encouragement and praise.
- If a word with a word, helps by adding it.
- o If they are any words or sounds you know? Eg: great - good -
- o Are there any words inside the tricky one, that you know? Eg: Start
- o Can you break the word up? Eg: Run/ask
- o Can you do any tricks? Eg: on, up, all, all, light, etc
- o To look the tricky word out and read on, then go back. What word could make sense?
- Recognise opportunities for reading all of the time - outside, bedtime, meal time, car, queue, instructions.

Not all the questions below will be relevant to every book, dependent on the text type. Choose a few to ask when reading with your child.

- Look at the **front cover**: What do you think the book is about?
- Who is the **author**? What is their job?
- What **character**/information might we find in the book?
- Where do you think the story will be set? (home, beach, house, forest, fair etc.)
- What does the picture show?

- How do you think that character feels? Why? How would you feel in that situation?
- Can you think of a word to describe this character?
- What has happened in this story up to now?
- What does you learn so far from the book?
- What information does this diagram tell you?
- What do you think will happen next?
- How do you think the book will end?

- Who were the main characters? Why?
- Who really you like to meet in the story? Why?
- How do you learn many things from reading this book?
- Who had your favourite character? Why?
- What was your favourite part? Why?
- How do you think a story similar to this one?
- Was there a message in the story?
- Did you enjoy the book?
- Can you think of a different way the book could have ended?

Can you think of your own question about the book you are reading?

¹⁰ having obtained 20 books in the home still had a significant impact on propelling a child to a higher level of education, and the more books you add, the greater the benefit." Stone et al, 2010

We would love to hear about books you are reading at home for fun.


Write them below:

[illegible]

Guided Reading



Before reading

- ▶ Look at the front cover. What do you think the book is about?
 - ▶ Who is the author? What is their job?
 - ▶ What characters/information might we find in the book?
 - ▶ Where do you think the story will be set? (castle, beach, house, forest, fair etc)
 - ▶ What does the picture show?
 - ▶ Relate it to the child - Have you ever been to the fair? Remember when we went to the beach...
- 

Strategies

- ▶ Read the picture to get an idea of what the text is about. Think about words that might appear in the text.
- ▶ Task - Crack the code!




More strategies

If am stuck with a word, help me by asking me:

- ▶ If they are any blends or sounds you know? E.g. grass = **gr**-a-ss
- ▶ Are there any words inside this word that you know? E.g. St**and**
- ▶ Can you break the word up? E.g. Bean/stalk
- ▶ Can you see any patterns? E.g. ing, ed, es, ight, etc
- ▶ To leave the tricky word out and read on, then go back. What word would make sense?

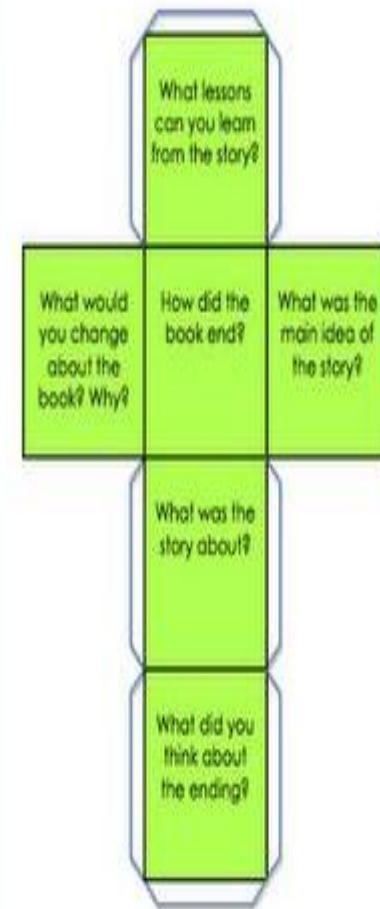


During reading

- ▶ How do you think that character feels? Why?
How would you feel in that situation?
 - ▶ Can you think of a word to describe this character?
 - ▶ Why do you think....?
 - ▶ What has happened in the story up to now?
 - ▶ What have you learnt so far from the book?
 - ▶ What information does this diagram tell you?
 - ▶ What do you think will happen next?
 - ▶ How do you think the book will end?
- 

After reading

- ▶ Who were the main characters?
- ▶ Who would you like to meet in the story? Why?
- ▶ Have you learnt anything new from reading this book?
- ▶ Who was your favourite character? Why?
- ▶ What was your favourite part? Why?
- ▶ Have you read a story similar to this one?
- ▶ Was there a message in the story?
- ▶ Did you enjoy the book?
- ▶ Can you think of a different way the book could have ended?



Reading at Home

- ▶ Home school reader normally every Friday
- ▶ Reading book
- ▶ Bug Club - interactive reading



Reading environment

- ▶ Make reading time fun!
- ▶ Find a quiet space away from distractions.
- ▶ Ten minutes relaxed time is better than 20 minutes rushed time.
- ▶ If you can try and relate the story to the children's own experience.
- ▶ If the book is an information book, tap into the children's knowledge of the subject.
- ▶ Talking about books helps children become more interested and involved with reading.
- ▶ Asking questions will help children to understand the text.
- ▶ Give lots of encouragement and specific praise.
- ▶ Recognise opportunities for reading all of the time -comics, posters, maps, fliers, recipes, instructions.



Reading spaces



Bedtime reading



Reading Promotion

Pupil book recommendation display

Regular opportunities for children to read and be read to are embedded across our school.

E.g. Individual reading books, guided reading, story time, home readers, parent helpers, better readers, book buddies, outdoor reading, attractive reading areas, family reading sessions, story sacks, reading material present in continuous provision areas etc



Readers for Life

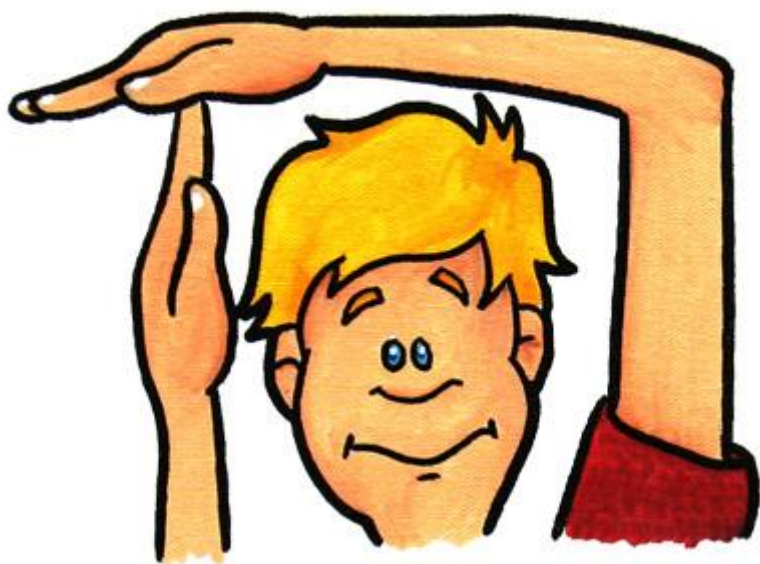
The best results are when school and home work together.

We all want the best for the children and to support their needs.

The door is always open!



Break



Letter formation



Letter families

- ▶ The four groups are:
- ▶ down and off in another direction, exemplified by the letter l (**long ladder**): letters i, j, l, t, u (v, w with rounded bases)
- ▶ down and retrace upwards, exemplified by the letter r (**one-armed robot**): letters b, h, k, m, n, p, r; (numbers 2, 3, 5 follow a clockwise direction)
- ▶ anti-clockwise round, exemplified by the letter c (**curly caterpillar**): letters: c, a, d, e, g, o, q, f, s; numbers: 0, 6, 8, 9
- ▶ **zigzag letters**: letters: v, w, x, z; numbers: 1, 4, 7.

Assessment

- ▶ Phonic screening test year 1
- ▶ SATS papers are gone
- ▶ From May 2016 children will complete tests on spelling, grammar and punctuation in year 2 .



Year Two Assessment

- ▶ Spelling test - 20 words
- ▶ Questions on English grammar, punctuation and spelling - 20 minutes
- ▶ A short written task based on a stimulus and prompt - 20 minutes
- ▶ Two reading papers - short text and response- 30m minutes and longer text and separate question booklet- 40 minutes.
- ▶ <https://www.gov.uk/government/collections/national-curriculum-assessments-2016-sample-materials>



Writing

- ▶ Grammar
- ▶ Say a story together line by line.
- ▶ Write a story together line by line.
- ▶ Tickled pink and green to grow!



Expectations!

Punctuation

- ▶ Capital letters,
- ▶ Full stops
- ▶ Spaces between words
- ▶ Questions marks
- ▶ Exclamation marks
- ▶ Commas
- ▶ Apostrophes to mark missing letters and singular possession.



Terminology

- ▶ Noun
- ▶ Noun phrase
- ▶ Sentences - command, statement, exclamation and question.
- ▶ plural
- ▶ Nouns, adjectives, verbs, adverbs,
- ▶ compound
- ▶ Time connectives
- ▶ Conjunctions
- ▶ Suffix - ment, ness, ful, less, ly
- ▶ Apostrophe
- ▶ Comma
- ▶ Past and present tense



Popular Authors

- ▶ Nicholas Allan
- ▶ Anthony Browne
- ▶ Julia Donaldson
- ▶ Oliver Jeffers
- ▶ David Walliams
- ▶ Judith Kerr
- ▶ Claire Freedman
- ▶ Roger Hargreaves



Handouts....

Any Questions?

Ideas for future workshops?

