YEAR 3/4/5 CURRICULUM EVENING

How to Support Your Child With English

Tuesday 3rd October 2023

- BJS Aims
- How we teach English at BJS
- How parents can help.

Aims

- Pupils are confident speakers, readers and writers. Preparation for secondary school and life.
- Enjoy their lessons.
- Achieve their potential academically. National tests at KS2: Y4 Times Table Check,

KS2 SATs:

	BJS	NATIONAL	+
READING	87% (GDS 33%)	73%	+14%
MATHS	87% (GDS 42%)	71%	+16%
GPS	87% (GDS 47%)	72%	+15%
COMBINED	77%	59%	+18%
WRITING	84% (GDS 23%)	71%	+13%

English at BJS:
1. Writing

- Writing units linked to other areas of curriculum where possible, especially history, and to texts.
- Progression of skills and knowledge: grammar and punctuation.

Y3:

- Subordinating conjunctions
- Co-ordinating conjunctions
- Paragraphs
- Headings and subheadings
- Adverbs of time (e.g. then, next, soon, therefore)
- Prepositions
- Present perfect verb form
- Inverted commas to punctuate direct speech
- Subordinate clauses
- 2a sentence & simile starter
- Determiners / Articles

Y4:

- Expanded noun phrases
- Fronted adverbials
- Pronouns to aid cohesion and avoid repetition (including possessive pronouns)
- Full punctuation of direct speech
- Apostrophes for singular and plural possession (e.g. the girl's name, the girls' name)
- Commas after fronted adverbials
- Determiners

Y5:

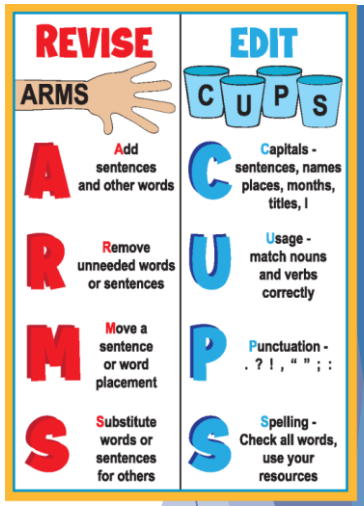
- Relative clauses beginning with relative pronouns (who, which, what, where, whose, that)
- Adverbs of possibility (e.g. perhaps, surely)
- Modal verbs to indicate possibility (e.g. could, might) and certainty (e.g. should, will)
- Devices to build cohesion within a paragraph (e.g. firstly, after that, then)
- Devices to build cohesion between paragraphs (e.g. adverbs of time: later; adverbs of place: nearby; adverbs of number: secondly)
- Brackets (for parenthesis)
- Dashes (for parenthesis)
- Commas for parenthesis

Y6:

- Passive and active voice. Subject & object
- Informal speech (e.g. question tags)
- Use of subjunctive form in formal writing.
- Use of techniques to aid cohesion across paragraphs (e.g. repetition, adverbials, ellipsis)
- Layout devices e.g. tables, bullet points, columns, sub-headings

English at BJS:
1. Writing

- Four writing lessons a week, plus 30 minutes GAP (& integrated in writing lessons) and daily spelling. Handwriting lessons in Y3 & 4.
- Focus on writing process: planning (forms), drafting, editing, publishing.



- Teacher modelling (script & vocabulary in plans). What good looks like. Focus on ambitious vocabulary.
- Writing for purpose and different audiences. Adapting level of formality. Features of different genres taught progressively (diary writing, persuasive, biographies, descriptive, narrative etc) so confident by Y6.

English at BJS:
2. Spelling

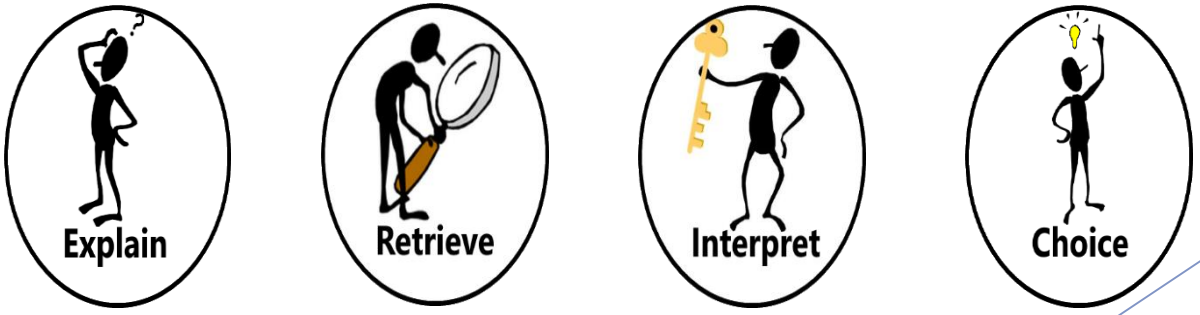
- Read, Write, Inc. Spelling scheme daily.
- Video, plus activities in books: dots and dashes, word changers, team teach, dictation, choose the right word.
- Orange words: Statutory Word List. Y3/4 & Y5/6.

English at BJS:
3. Handwriting

- Nelson Handwriting Scheme.
- Neat, joined (by end of Y4), consistent height of ascenders & descenders. Lower case J below line, lower case S same height as e, o, u etc.
- Pen licence. Y3: Jolly Joiners.

English at BJS:
4. Reading comprehension

- 2 ERIC lessons 30 minutes weekly:
- 5 minute starter (film clip or picture)
- Shared reading of an age appropriate text (linked to writing/history topic). Offer challenge. Teacher models. Pupils volunteer. Choral reading.
- Answer questions:



- Extension: prediction, summarising.

English at BJS:
4. Reading comprehension

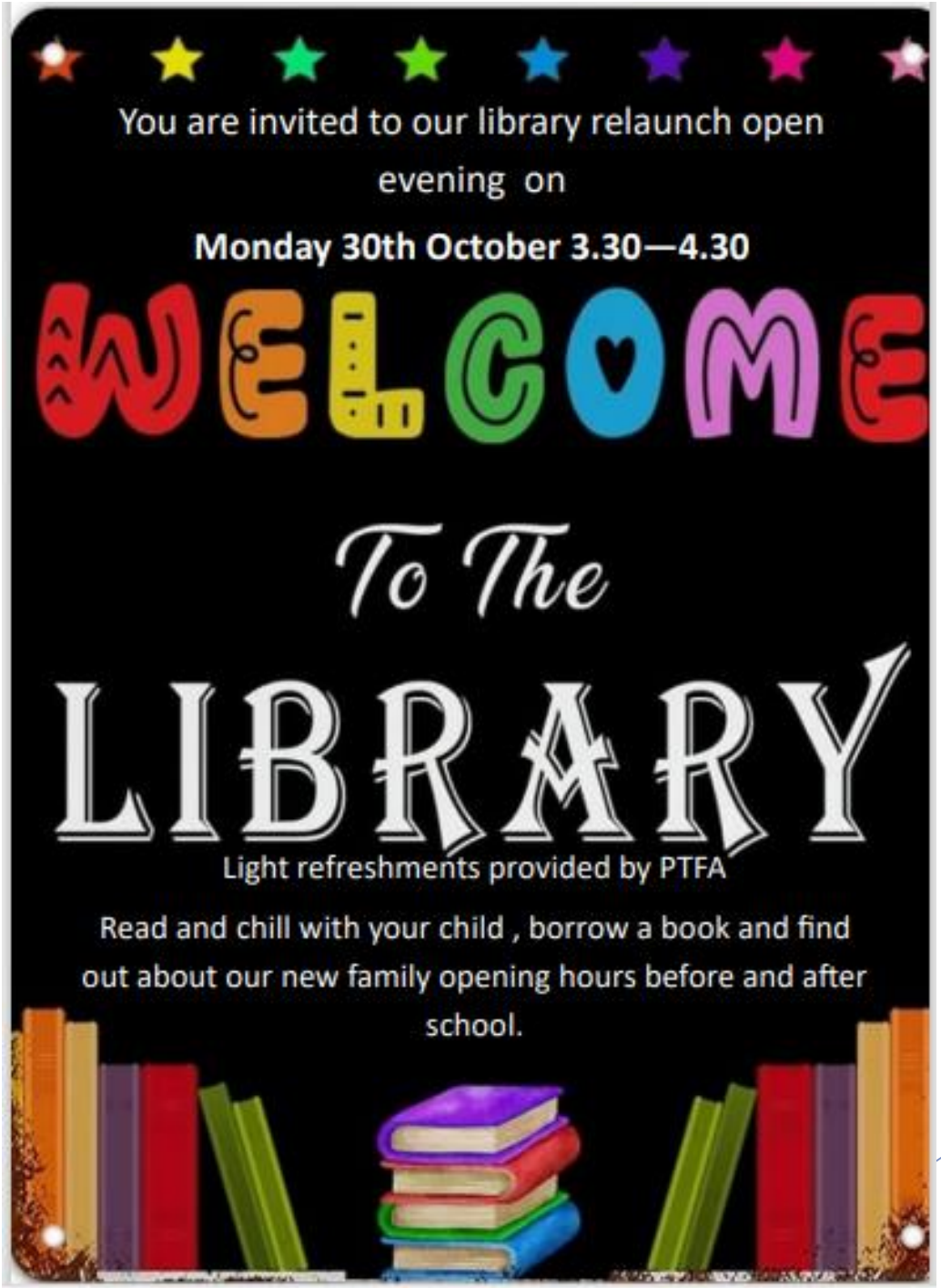
- Start of each unit taught a strategy

(progression across BIS and BJS).

- Visualisation, questioning, skimming and scanning, pronoun tracking, background knowledge, gist, summary.
- Introduce strategy, vocabulary check, teacher model, pupils practise.
- Reading comprehension & fluency groups for pupils needing extra help.

English at BJS:
4. Reading For Pleasure

- Pupils to love reading (life-long readers and enjoy a range of genres)
- Class story 30 minutes 2X weekly.
- Independent reading time 15 minutes 3X weekly (Reading and Chilling)
- School Library (class visits weekly timetable) & new opening hours!
- Class reading corners (attractive, inviting areas with books that tempt). Thanks to PTFA!
- CLS: book talking and loans.
- Staff Book Club. Parents' Book Club?


You are invited to our library relaunch open evening on
Monday 30th October 3.30—4.30
WELCOME
To The
LIBRARY
Light refreshments provided by PTFA
Read and chill with your child , borrow a book and find out about our new family opening hours before and after school.

English at BJS:
4. Reading For Pleasure

- Class reading corners (attractive, inviting areas with books that tempt). Themes. Furniture.

English at BJS:
5. Spoken Language

- Confident speakers with a wide vocabulary. Focus.
- Vocabulary to be taught highlighted in all planning across the curriculum.
- Teach pupils how to speak in different situations, informal and formal. Grammatically correct sentences.
- Book of the Week presentations. Use sentence stems. Group work: different roles.
- Being a good listener. Expectations clarified.
- Opportunities for performance: Remembrance Day, Poetry By Heart recital, year group poetry performances, Y6 production.

English at BJS:
How Parents Can Help

- **1. Writing.**
- Encourage them to write at home: journals, letters, lists, stories, make non-fiction books.
- **2. Spelling.**
- SACAWAC spellings daily (not spell them aloud), Purple Mash.
- **3. Handwriting.**
- See teacher for home booklet.
- Concerns: see class teacher first (dojo), SENDCO (Mrs Lucas). Phonic catch up (Mrs Hardman).

English at BJS:
How Parents Can Help

- **4. Speaking and Listening**.
- National problem: pupils have less vocabulary and struggle to hold conversations. Covid. Partnership home & school.
- Talk and listen.
- Correct grammar (tenses).

HOW PARENTS CAN HELP

- SPEAKING AND LISTENING:
- **Learning how to have conversations is important for children's development, relationships and wellbeing.**
- Model good listening skills. Make time for this in your day. You may need to explain words that a child still does not know.
- Your child's vocabulary will be growing. Help them to understand new words they learn by talking about their meaning. Make sure they are not afraid to ask if they don't understand a word. Use a dictionary together.

- CONVERSATION SKILLS.
- Conversation skills are about being able to talk and listen well:
- starting conversations – for example, with a greeting like ‘Hello’ or a question
- knowing how to get attention in the right way – for example, by saying ‘Excuse me’
- using eye contact
- taking turns talking and listening
- speaking politely
- knowing when to stop talking.
- Just by having good conversations with children, you are supporting their language. Ask them how their day at school was and how their friends are. Ask specific questions: What topics are you working on? What did you find out about in history today?

HOW PARENTS CAN HELP

5. Reading:

- Encourage them to read widely, read to your child, hear them read aloud (3X a week), ask questions (especially inference and discussing the meaning of words). Use the 2 bookmarks school has sent out (one includes relevant questions, the other is to sign to say you have heard them read aloud).
- Visit the library together(Burbage, Hinckley and our school library).Buy books as presents.
- Reading comprehension strategies: visualisation, questioning, summarising ("so basically…"), inference etc.
- Background knowledge important (talk, experiences out of school)
- Good readers need to read challenging books. Pie Corbett: "Deep reading inspires great writing."
- Important to regularly hear your child read aloud, even if they appear to be confident readers. Activities to improve fluency.

ACTIVITIES FOR PARENTS TO IMPROVE READING FLUENCY

1. Repeated Reading

- All ages of children benefit from rereading texts to gain confidence and improve fluency.

2. Copy Reading

- This is where an adult models how to read a page of text with expression and fluency, paying attention to punctuation. Your child should then read the same text. You can discuss how punctuation affects how you read.

3. Echo Reading

- The adult reads a sentence and then your child reads it back to you in exactly the same way.

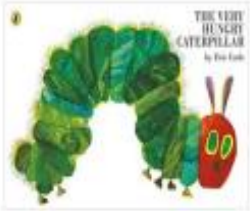
4. Reading Gym

- Set a timer for a minute and challenge your child to see how much they can read aloud in that time. Repeat this reading workout over time to see if they can beat their personal best.

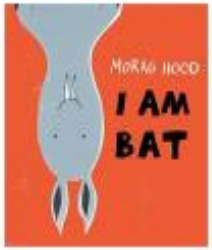
Supporting Readers at Home

Open University research suggests there are three important ways to support readers and a love of reading.

Reading aloud to your children shows them reading is a pleasure, not a chore. Older children can read to younger ones too.

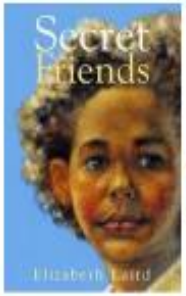


Making time to read alongside one another helps develop children's reading stamina and interest. Let them choose what to read and relax together.



Children who read, and are supported as readers, develop strong reading skills and do better at school.

Book Chats encourage readers. Invite them to make connections and share their views. Join in with your thoughts too!



I wonder if...why... what...who...

or more ideas see the OU website:
www.ourfp.org

A Guide to **Book Chat**

Research indicates that parents who regularly read with their children at home lay solid foundations for language and literacy development. It's a precious time for you both to relax, share your thoughts and feelings, have fun and chat together. Whilst sharing books, your child has your undivided attention, and the conversation, connection and enjoyment they experience is invaluable.

To promote children's pleasure in reading and foster the habit, we need to read **to** children and **with** them and to **talk** to them about books. These conversations are crucial as they help children to engage and think deeply.

There are several ways to prompt book chat, these are our Top Tips.

Watch and listen carefully to follow their interests

Observe and respond: Pay attention to what captures your child's attention and build on their interests, for example, '*Oh, you've spotted the...!*'.

Leave pauses: So they can look closely and think, this will lead to comments on the pictures or questions. Respond to their lead and let the book chat flow.

Invite your child to get involved

Pose questions: Open questions encourage thinking and discussion, such as, '*How do you think the boy is feeling?*'. Try to avoid closed questions, such as '*What colour is that?*'; these have a single answer and don't keep the conversation going.

Draw attention to illustrations: Encourage your child to notice details in the pictures and think what they might mean, for example, '*Look! What's that hiding, what do you think it might be?*'.

Wonder and connect to your lives

Ponder and wonder: Encourage your child to think about what might happen, using phrases such as, '*I wonder if/ whether /who/ why/ what ...*'.

Make personal connections: Picture storybooks not only allow children to empathise with the experiences of fictional characters but enable them to make sense of events in their own lives. Talk about connections, for example, '*That reminds me of when...*'.

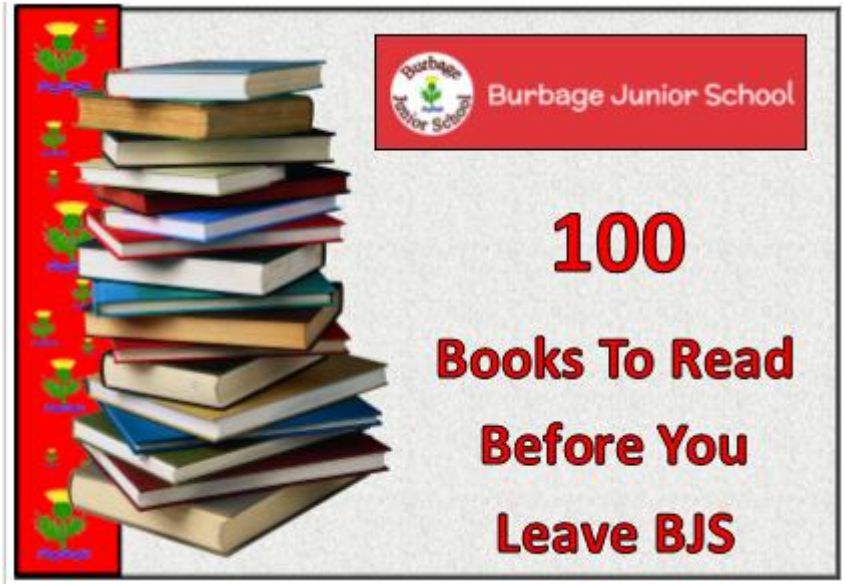
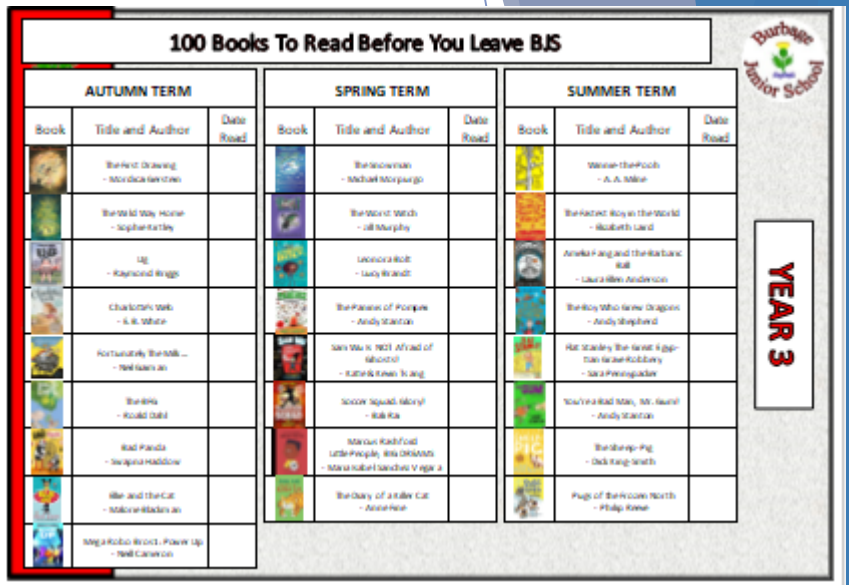
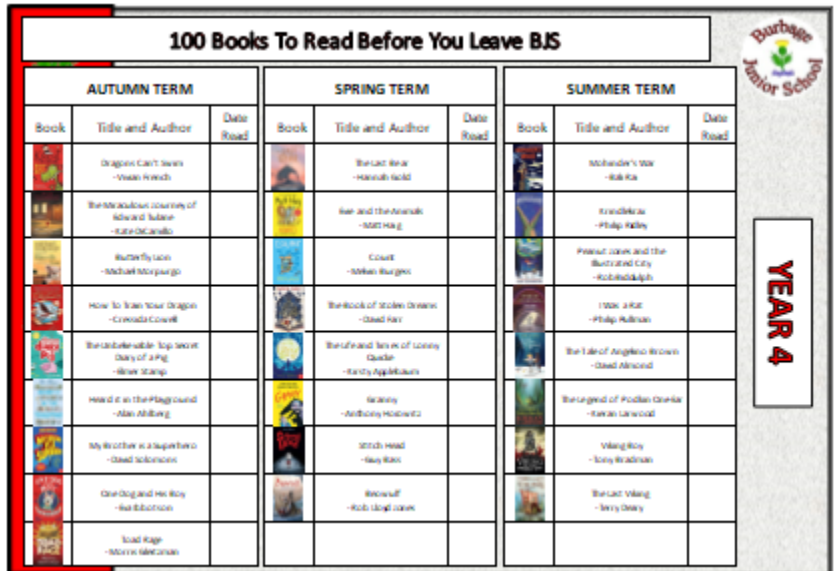
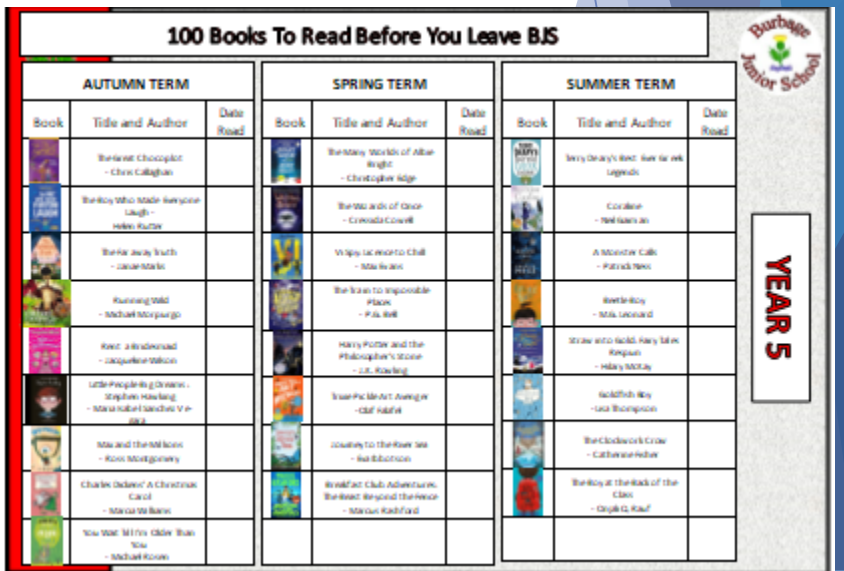
Share your emotional responses!

Comment on your feelings: By sharing your emotional response to a character or something that's happened you encourage your child to do the same, helping them engage and learn to express their emotions.

Keep it light and enjoyable!

Your combined pleasure counts: Bring the story to life with facial expression, actions and sounds, encouraging your child to join in! Do offer information to help with unfamiliar words, such as '*That's the henroop, it's where the hens live*', but keep the focus on fun.

Book chat develops language, comprehension and pleasure

https://ourfp.org/supporting-rah/book-chat-reading-with-your-child/

100 BOOKS TO READ BEFORE YOU LEAVE BJS