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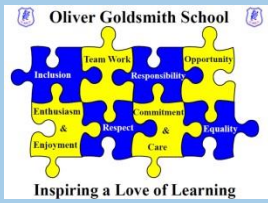


Parent Time

KS2 English

Wednesday 30th October 2019





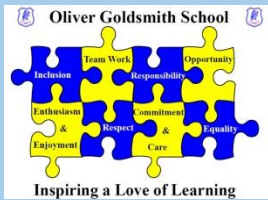
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Introductions & Housekeeping...

- Mrs Dhall- English and Languages Faculty Leader
- Evacuation if alarm sounds (not planned)





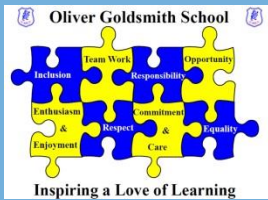
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Aims of this session

- To discuss the different components of English.
- To help you to understand end of year expectations for Years 3, 4, 5 & 6
- To provide some ideas for how you can support your child/children at home

NB – there will be lots of new terminology explained in this session, the English glossary of all the definitions will be emailed to you.



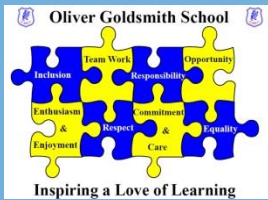
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Spoken language – expectations years 1 to 6

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask **relevant questions** to extend their understanding and knowledge
- use relevant strategies to build their **vocabulary**
- articulate and **justify answers**, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

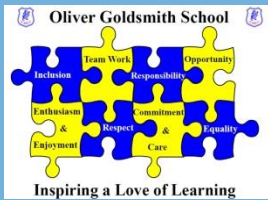


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Spoken language – expectations years 1 to 6

- maintain attention and **participate actively** in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak **audibly and fluently** with an increasing command of Standard English
- participate in discussions, presentations, performances, **role play/improvisations** and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication



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Years 3 and 4 reading expectations

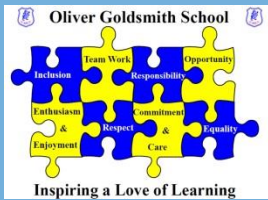
Pupils should be taught to:

Word reading

- apply their growing knowledge of **root words**, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

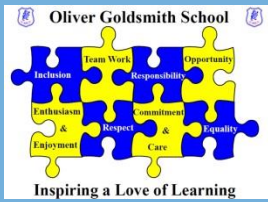
- develop **positive attitudes** to reading, and an understanding of what they read, by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks- reading books that are structured in different ways and reading for a range of purposes.
- use dictionaries to check the meaning of words that they have read.



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- increase their familiarity with a **wide range of books**, including fairy stories, myths and legends, and retelling some of these orally.
- identify themes and conventions in a wide range of books.
- prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- discuss **words and phrases** that capture the reader's interest and imagination.
- recognise some different forms of poetry [for example, free verse, narrative poetry].
- **understand what they read**, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context.
- ask questions to improve their understanding of a text.
- **draw inferences** such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

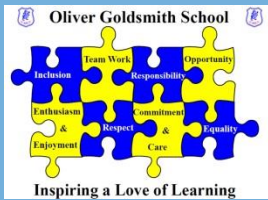


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- Predict what might happen from details stated and implied.
- identify **main ideas** drawn from more than 1 paragraph and summarising these.
- Identify how language, structure, and presentation contribute to meaning.
- **retrieve and record** information from non-fiction.
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.



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Years 5 and 6 reading expectations

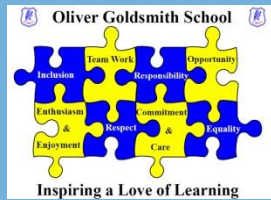
Pupils should be taught to:

Word reading

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet.

Comprehension

- maintain positive attitudes to reading and an understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- read books that are structured in different ways and reading for a range of purposes
- increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from **other cultures and traditions**.



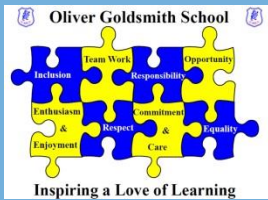
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- recommend books that they have read to their peers, giving reasons for their choices.
- identify and discussing themes and conventions in and across a wide range of writing.
- make comparisons within and across books.
- learn a wider range of **poetry by heart**.
- prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- **asking questions** to improve their understanding.
- drawing **inferences** such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

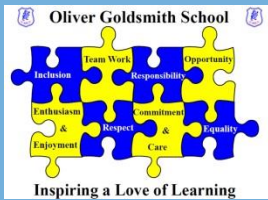


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- predicting what might happen from details stated and implied.
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.
- identifying how language, structure and presentation contribute to meaning.
- discuss and evaluate how authors use language, including **figurative language**, considering the impact on the reader.
- distinguish between statements of fact and opinion.
- retrieve, record and present information from non-fiction.
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- provide **reasoned justifications** for their views.

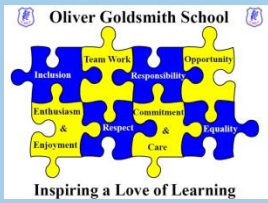


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READING – Comprehension

- Comprehension is the ability to understand something.
- It is important that when children read/see something, they process the information which allows the children to draw conclusions and develop their understanding.
- Asking a range of questions will allow for your children to deepen their thinking and draw conclusions about a text in different ways. A child's reading comprehension should improve as they progress through the school, and their answers to comprehension questions should become more insightful and sophisticated (**refer to Blooms Taxonomy sheet**).



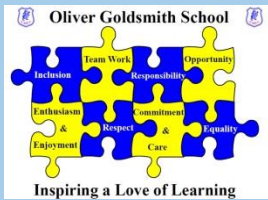
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Little Red Riding Hood

Please can you read through the short story and come up with a question about Little Red Riding Hood from each category on the Blooms hierarchy.





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Examples of questions

1. Knowledge: *the recall of specific information*

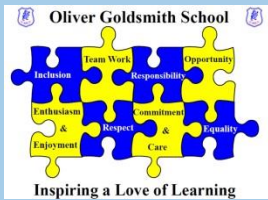
- ❖ Who was Little Red Riding Hood?
- ❖ Where did she live?
- ❖ What did she wear? What did her mother tell her not to do?

2. Comprehension: *an understanding of what was read*

- ❖ This story was about _____. (Topic)
- ❖ The story tells us _____. (Main Idea)
- ❖ Why didn't her mother want her to go to the woods?

3. Application: *the converting of abstract content to concrete situations*

- ❖ Why did the wolf start talking to Red Riding Hood?
- ❖ Write a sign that should be placed near the edge of the woods.
- ❖ Draw a picture of what Grandma's house looked like.
- ❖ Draw a map showing Red Riding Hood's house, the path in the woods, the Grandma's house, etc.
- ❖ Show through actions how Red Riding Hood walked through the woods.



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4. Analysis: *the comparison and contrast of the content to personal experiences*

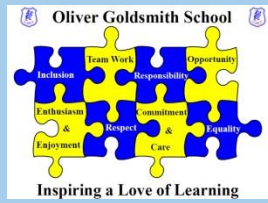
- ❖ What motive did the wolf have to talk to Red Riding Hood?
- ❖ How did Red Riding Hood react to what the wolf did to Grandma?
- ❖ How would you react?

5. Synthesis: *the organisation of thoughts, ideas, and information from the content*

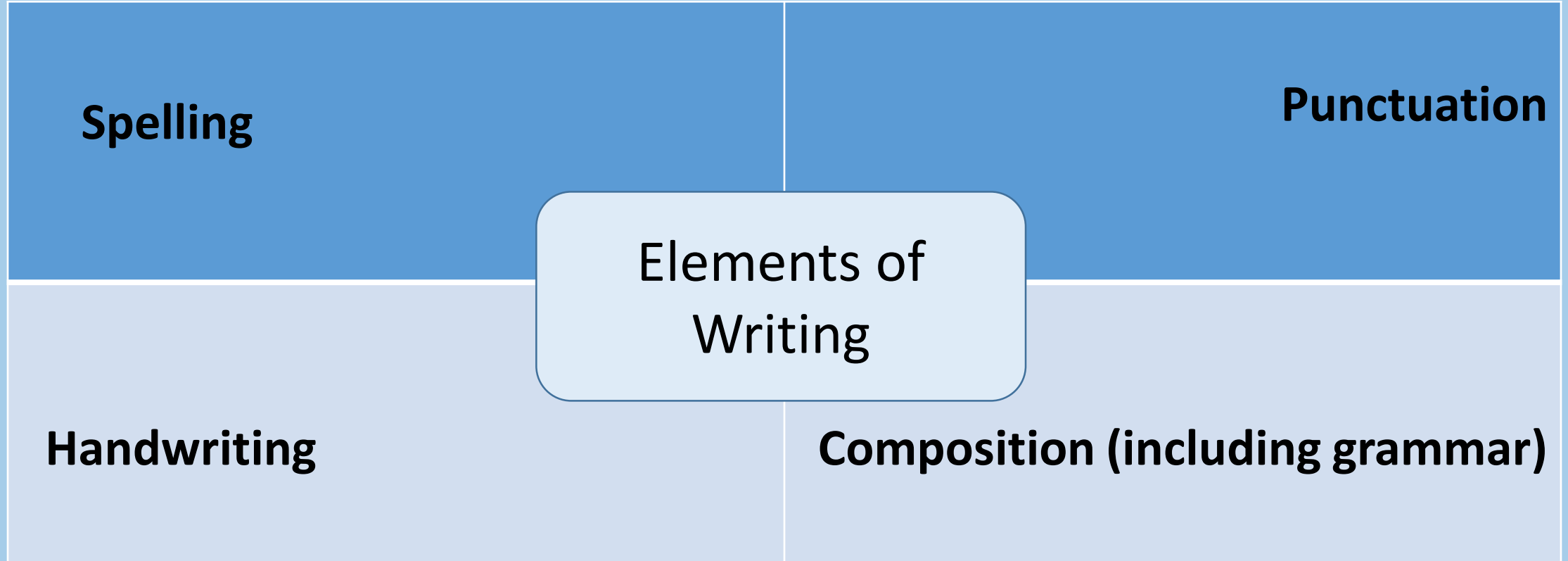
- ❖ List the events of the story in sequence.
- ❖ Point out the importance of time sequence words by asking: What happened after the wolf ate Grandma? What is the first thing she said when she went into the house?
- ❖ Draw a cartoon or stories about Red Riding Hood and the wolf.
- ❖ Do you know any other stories about little girls or boys who escaped from danger?
- ❖ Make a puppet out of one of the characters. Using the puppet, act out his/her part in the story.
- ❖ Can you think of an alternative ending?

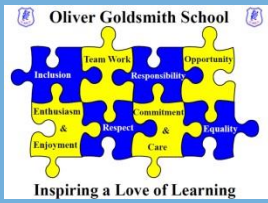
6. Evaluation: *the judgment and evaluation of characters, actions, outcome, etc, for personal reflection and understanding*

- ❖ Why was Red Riding Hood scared of the wolf?
- ❖ How do you think Red Riding Hood felt when she saw the woodcutter? Why?
- ❖ What do you think she learned by going into the woods?
- ❖ Do you think she will listen to her mother's warnings in the future? Why?
- ❖ Do parents have more experience and background than their children?
- ❖ Would you have spoken to the wolf? Why or why not?
- ❖ What do you think the wolf learnt?



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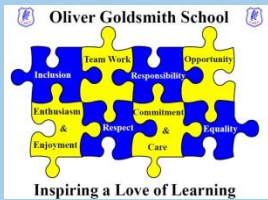


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Lower KS2 expectations (Years 3 & 4)



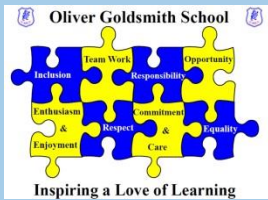


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Spelling & Handwriting

- use further **prefixes** and **suffixes** and understand how to add them
 - spell further **homophones** (knew, new, there, their, they' re)
 - spell words that are often misspelt
 - place the **possessive apostrophe** accurately in words with regular plurals [for example, girls' , boys'] and in words with irregular plurals [for example, children' s]
 - use the first two or three letters of a word to check its spelling in a dictionary
 - write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
-
- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
 - increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].



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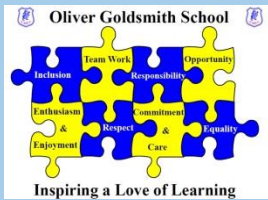


Composition

- Pupils are taught the importance of **planning** by looking at the work of others, including authors, and using ideas related to structure, vocabulary and grammar. They are taught to discuss and record their ideas before writing.
- Pupils learn how to draft their writing by experimenting with sentence structures and vocabulary.
- They use **paragraphs** to organise their ideas around a theme.
- They write in a range of narrative and non-narrative forms.

Pupils are taught to evaluate and edit their work by:

- Assessing the effectiveness of their own and others' writing and **suggesting improvements**.
- Proof-reading for spelling and punctuation errors.
- Reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.



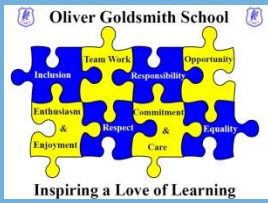
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Writing – vocabulary, grammar and punctuation

Pupils are taught to:

- extend the range of sentences by **using a wider range of conjunctions**, including when, if, because, although, however
- use the **correct tense** in their writing
- Check sentences make sense and avoid over-repetition
- using **conjunctions, adverbs and prepositions** to express time and cause
- using **fronted adverbials** e.g Later that day, I finished my homework.
- use a range of punctuation including **commas**, the possessive **apostrophe** and **speech marks**
- use and understand the correct **grammatical terminology** when discussing their writing and reading.

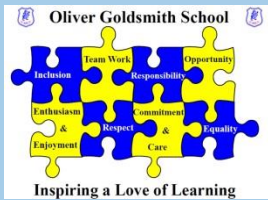


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Upper KS2 expectations (Years 5 & 6)



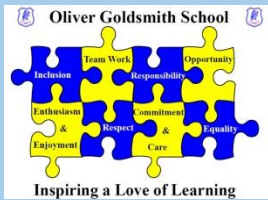


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Spelling & Handwriting

- use further prefixes and suffixes and understand the guidance for adding them
 - spell some words with 'silent' letters [for example, knight, psalm, solemn]
 - continue to distinguish between homophones and other words which are often confused
 - use knowledge of root words and meanings to understand that the spelling of some words needs to be learnt specifically.
 - use dictionaries to check the spelling and meaning of words
 - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
 - use a **thesaurus**.
-
- write legibly, fluently and with increasing speed by:
 - choosing the writing implement that is best suited for a task.



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Writing-Composition

Plan their writing by:

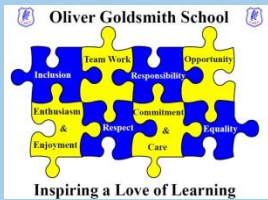
- identifying the audience for and **purpose of the writing** and using the correct features.
- noting and developing initial ideas, drawing on reading and research where necessary e.g considering how authors have developed characters and settings.

Draft and write by:

- selecting appropriate grammar and vocabulary and understanding its effect.
- in narratives, **describing settings, characters and atmosphere** and integrating dialogue to convey character and advance the action.
- summarising longer passages.
- using a wide range of devices to link paragraphs.
- using further organisational and presentational devices to **structure their writing** e.g sub-headings, bullet points.

Evaluate and edit their work by:

- assessing the effectiveness of their own and others' writing.
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- ensuring the consistent and **correct use of tense** throughout a piece of writing.
- ensuring correct subject and verb agreement.
- proof-read for spelling and punctuation errors.
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.



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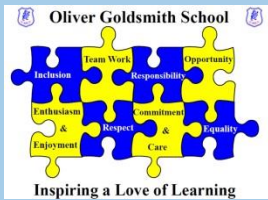
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Writing – vocabulary, grammar and punctuation

Pupils are taught to:

- recognise vocabulary and structures that are appropriate for formal speech and writing
- using the correct form of **verbs and passive verbs**
- extend their sentences in a variety of ways including using noun phrases, **modal verbs** and subordinate clauses
- use a range of **higher-level punctuation** such as commas, hyphens, brackets, dashes, semi-colons, colons accurately
- use and understand higher-level grammatical terminology as outlined in the years 5 & 6 programmes of study



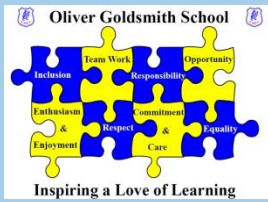
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From Simple to complex sentences

The **man** **walked** down the **street**

(This tells us very little about the man or how he walked)

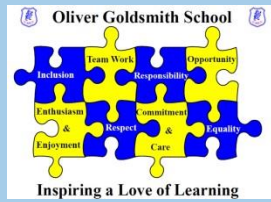


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The young man walked down the empty street.

(using adjectives we know a bit more about the man and the street)

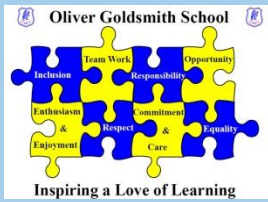


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The **injured**, young **man** staggered down the **deserted street**.

(using a powerful verb and improved adjectives creates more tension for the reader)

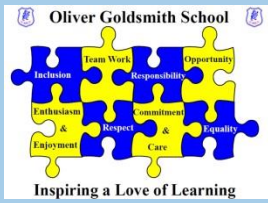


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Bleeding badly, the injured victim staggered down the deserted street.

(Adding a fronted adverbial and a comma improves the sentence further and as a reader we get a much clearer picture in our heads)



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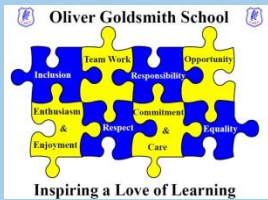


Your turn!

Have a go at up-leveiling this sentence:

The boy ran.



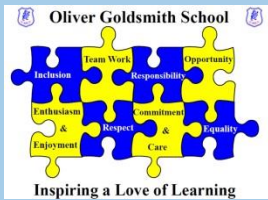


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How to help your children with English at home

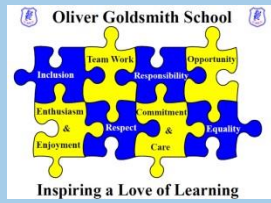
- Provide opportunities to read and write at home and ensure children have a quiet place where they can work
- Provide opportunities to see you as a reader and writer, for example, writing e-mails or lists
- Give children a writing book or journal where they can jot down ideas from books they read/ films they watch/events
- Ensure children have access to dictionaries, thesauruses, a range of texts and the internet
- Ask your child/ren to read their writing aloud to you
- Plan in time to talk about their day and current affairs
- If they have to correct any spellings, try to encourage them to find where the errors are-e.g there are 3 spelling errors-can you find them? (try not to encourage them to correct more than 3 at one time).



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- Use the correct vocabulary and encourage them to up-level their own vocabulary using a thesaurus and define any new words from their reading.
- Dictation- reading aloud an extract and then writing- they will have to think about where punctuation is needed.
- Ask them to talk through their ideas with you before they write
- Prompt them to include more detail, sequence things more clearly, vary the pace
- Help them to think about their reader or audience
- Create a purpose for writing such as writing a letter of complaint to a company or writing a letter to a relative abroad
- Encourage your child to choose their own books and link reading material to their interests.
- Praise your children by being specific on where they are improving- “Well done for sounding that word out perfectly” rather than just- “Well done.”

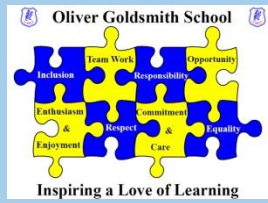


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Any Questions????





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Thank you for your time

Please can you complete the evaluation form
provided

