

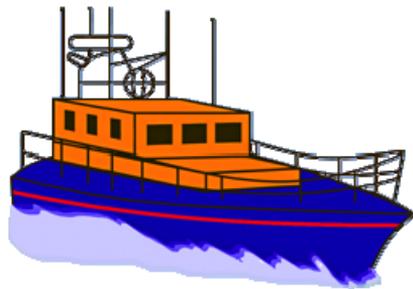
English @



**Embleton Vincent Edwards
Church of England Aided First School**

and

**Seahouses
Middle School**



**A Guide for Parents
and Carers**

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Introduction

In literacy lessons at both Embleton First School and Seahouses Middle School, every child is given lots of opportunities to develop their skills in these three main areas:

- Reading
- Writing
- Speaking and listening

In all aspects of learning in English, we hope to help children to develop a love of reading as well as equipping them with the skills needed to be successful in life. We promote reading for enjoyment and there is much that you can do to help at home - more about this later in the booklet!

At Embleton First School, children use reading records to chart their progress in reading in school and at home. At Seahouses Middle School, children complete a weekly reading journal task about what they are reading at home.



Basic Literacy Skills

In both schools, literacy lessons involve regular handwriting and spelling practice. Every child takes part in paired reading sessions twice a week to boost their reading and comprehension skills. Children also work on developing their punctuation and grammar skills each week.

Extra help

Any children who need additional support in literacy may be included in intervention sessions to help boost their skills and confidence. These sessions may be run by a teacher or teaching assistant, usually with a small group or occasionally with an individual. Your child's literacy teacher will write to you if s/he requires intervention.

School websites

For more detailed information on the areas below, please visit your child's school website (see the useful resources section on page 10):

- Paired reading
- Spelling
- Handwriting

If you require any additional information, please contact your child's class / literacy teacher.



Levels Explained



- By the end of Key Stage 1 (Year 2), most children will be working towards level 2.
- By the end of Year 4, most children will be working towards level 3.
- By the end of Key Stage 2 (Year 6), most children will be working towards level 4.

How can you help your child at home? Reception—Working towards Early Learning Goals

Communication and Language

- Read stories to them, ask questions about what you have read and encourage them to comment on likes and dislikes of the story and illustrations.
- Demonstrate good listening in real life and role play situations.
- Ask children to follow instructions involving more than one idea or action.
- Ask 'how' and 'why' questions.
- Encourage children to talk about events that have happened or are going to happen in the future.
- Join in with role play, encouraging speaking and listening.



Literacy

- Spend time together reading school reading books (3 times a week is recommended), choose a time and place when children are not too tired or easily distracted.
- Read bedtime stories regularly, share the reading and let them choose the story they would like to read.
- Have fiction and non-fiction books to read at home.
- Encourage children to read for a variety of purposes in real life and role play situations e.g. read road signs, comics, letters, text messages, food labels, shopping lists (see Letters and Sounds Booklet for more information on helping your child to read).
- Encourage them to write for different purposes, e.g. invitations, stories, lists, labels.
- Provide pens, pencils, paper, notebooks etc. and make them easily accessible to encourage children to choose to write of their own accord and within play situations.
- Praise ALL writing but give constructive criticism e.g. 'I like how you have spelt that word but do you think there is another way of spelling it?'

How can you help your child at home? Working towards level 2 (Year 1 and 2)

Speaking and Listening

- Talk with them about their ideas, for example, when painting or making models.
- Ask them to retell stories or events in their own words.
- Encourage them to play in different roles and put on shows for familiar people.
- Listen together to stories on CDs, radio or television.
- Speak to a familiar person on the telephone or through Skype.

Reading

- Read books together, reading a section in turn, and talk about:
 - What happened
 - How the pictures support the story
 - Which parts they liked best
 - Identify features of non-fiction books e.g. blurb, contents page, index, glossary.
- Encourage your child to choose books that will interest them.
- Encourage them to work out unfamiliar words independently (see Letters and Sounds Booklet for more information).

Writing

- Encourage writing during play and for a purpose e.g. shopping lists, football results, diary entries.
- Engage with their writing through:
 - Saying what you like about it
 - Asking where their ideas came from
 - Asking them to show you where a sentence begins and ends.
- Praise sentences where writing is on the line and has a capital letter, full stop and finger space between words.

How can you help at home? Working towards Level 3 (Years 3 and 4)

Speaking and Listening

- Encourage them to develop their ideas by taking longer turns, adding detail and thinking about how ideas connect.
- Play listening and guessing games where they have to listen and ask questions, for example, 'I spy', '20 questions'.

Reading

- Get involved in what they read by asking them to:
 - Predict what will happen next in a story
 - Describe their response when they know what does happen
 - Explain why a character behaves as they do
 - Point to particular parts of a text that they like
 - Talk about what they think more challenging words might mean.
- Talk with them about what they like and dislike in what they read.
- Encourage them to read a range of different texts, e.g. stories, information books, comics and poems.



Writing

- Encourage them to write more often, for example, a shopping list, a plan for a party or family celebration, a story that they can email to grandparents.
- Talk with them about how they might improve their writing, e.g. by using better adjectives or connectives.

How can you help at home? Working towards Level 4 (Years 5 and 6)

Speaking and Listening

- Encourage children to talk clearly and at length about their ideas.
- Listen and talk about things that are not immediately familiar such as items on the news.
- Play memory games, taking turns to answer questions about a story or film they have read or watched.

Reading

- Make sure children are reading a challenging text.
- Help children to think about the writer behind the text, ask questions such as:
 - Why has the author used the language they did?
 - Why is the text organised in that way?
 - What effect did the author hope to have on the reader?
- When looking for information a text, encourage children to scan ahead and think about how helpful the text is, asking questions such as: is the source reliable? Is there any bias?
- When reading, encourage children to find evidence in the text to support their views.

Writing

- Ask children to identify the best features of their writing.
- Discuss possible improvements for example: sentence openers, connectives, sentence length and including more detail.
- Encourage children to use a thesaurus to find more interesting vocabulary.
- Help children to use their reading to support them as writers, look for example, ask them to look at how their favourite authors like to vary their sentences and how they build up suspense in their stories.

How can you help at home? Working beyond Level 4 (Years 5 and 6)

Speaking and listening

- Get them talking at length to explain what they think about more complex ideas and situations, e.g. a school topic, a news event or a family project like a holiday
- Help them to think about the listener's reaction when speaking, e.g. when telling a story to a younger child, making it exciting.

Reading

- Let them make their own choices of what to read at home; make sure the texts aren't too easy for them, though!
- Encourage them to develop their response to a text in more detail, e.g. ask them to tell you how their feelings towards a character changed at different points in a story.
- Talk with them about the writer's choice of language, e.g. ask them to choose a section they think is good and explain why they think it works well.

Writing

- Encourage their personal writing, e.g. a journal or diary, blogging.
- Talk through their ideas with them before they start to write, e.g. prompt them to think about how they intend to tackle a subject.
- Help them to reflect on their writing, particularly the effect they hope to have on the reader, e.g. is the reader sufficiently entertained/informed/persuaded?
- Encourage them to read through their work, shaping their sentences for clarity and impact and checking their accuracy.



Reading games to play at home

Reading Ping Pong



Reading Ping Pong is a great game for encouraging children to concentrate, follow a text and read aloud. It goes like this:

- You start to read aloud while your child follows the words.
- After about 10-20 seconds, click your fingers or make some other noise to signal a stop. Then...
- Swap over: your child starts to read aloud while you follow the words.
- If either of you fails to continue reading, the other one wins a point.
- Most children love it when their opponent loses points: it's a great confidence booster for them to think they are a better reader than you!

Act It Out

- When you and your child are reading aloud from a novel, try acting it out as you go along or give each character a different voice or accent. It will make you laugh and being in a good mood helps your child to remember more of what they read!



Useful resources and websites to help your child at home

School Websites

- Embleton First School (www.embletonfirstschool.com)
- Seahouses Middle School (www.seahousesmiddleschool.com)

Websites for children

- BBC Bitesize (www.bbc.co.uk/bitesize) All subjects.
- Oxford Owl (www.oxfordowl.co.uk) Reading.
- Education City (www.educationcity.com) Maths, English, Science, French, German, Spanish.
- Woodlands Junior School Website Resources. (resources.woodlands-junior.kent.sch.uk) All subjects.
- ICT Games (www.ictgames.com).
- Crickweb (www.crickweb.co.uk).
- Family Learning (www.familylearning.org.uk) Phonics and sight word games, downloadable lists of high frequency words.
- Coxhoe Primary (www.schooljotter.com) All subjects.
- World Education Games (www.worldeducationgames.com) All subjects.

Websites for parents with further information about how to help with literacy at home:

- Catch Up (<http://www.catchup.org/Resources/CatchUpLiteracyleafletsforparentsandcarers.aspx>) Set of leaflets with ideas of how to help with reading, writing, left handed writers etc.
- Words for Life (www.wordsforlife.org.uk) Popular stories and activities to download.



Books and other resources

- CGP Revision Guides (KS2 SAT Revision).

Grammar and Punctuation Glossary



Grammar and Word Classification

<u>Vocabulary</u>	<u>Definition</u>
Nouns	<p>A noun is the name of a person, place or thing. There are four different types of nouns.</p> <ol style="list-style-type: none">1. Common Noun: The name of common things. E.g., dog, table, chair.2. Proper Noun: Refers to the name of a particular person or thing. They always start with a capital letter e.g. Seahouses, Lucy, Sony.3. Collective Noun: Describe a group or a collection of people or things e.g. herd of cows.4. Abstract Noun: Describe things that cannot be seen e.g. Boredom.
Adjectives	<p>An adjective describes a noun. <i>For example: brilliant, poor, ugly, excellent.</i></p>
Verbs	<p>A verb is a doing or action word. <i>For example: running, walking, talking.</i></p>

Grammar and Word Classification (continued)

<u>Vocabulary</u>	<u>Definition</u>
Adverbs	An adverb describes the verb. Some end in -ly. <i>For example: Quickly, loudly, slowly.</i>
Pronouns	Pronouns replace nouns. <i>For example: I, you, he, she, we, him, her, mine, theirs, ours.</i>
Preposition	Prepositions tell you where or when something is in relation to other things. <i>For example:</i> <i>After dinner we played outside.</i> <i>The pencil was under the table.</i>
Articles	There are three articles: 1. The 2. An 3. A
Singular and Plural	Singular: One single person or thing <i>e.g. book.</i> Plural: More than one person or thing <i>e.g. books.</i>

Grammar and Word Classification (continued)

<u>Vocabulary</u>	<u>Definition</u>
Clauses and Phrases	<p>Clause: group of words containing a subject and a verb. A main clause makes a complete sentence on its own.</p> <p>Phrase: Small group of words without a verb which is not a</p>
Subordinate Clauses	<p>A group of words which is dependent on the main clause to make sense.</p> <p><i>E.g. He ate a slice of toast (main clause) because he was hungry (subordinate clause).</i></p>
Compound sentences	<p>A sentence made up of two or more simple sentences joined by a connective or separated by a comma.</p>
Connectives (sometimes known as conjunctions)	<p>Words used to connect clauses <i>e.g. however, although.</i></p>
Complex Sentence	<p>A sentence which is made up of a main clause with one or more subordinate clauses.</p>

Grammar and Word Classification (continued)

<u>Vocabulary</u>	<u>Definition</u>
Tenses	Tenses can be divided into past, present and future. Past: I went swimming. Present: I am swimming. Future: I will swim.
Types of sentences	There are three types of sentences: Command: a sentence which gives an order. Statement: a sentence which gives a fact or an opinion. Question: a sentence which asks for an answer.

Punctuation

<u>Vocabulary</u>	<u>Definition</u>
Capital Letters	Used at the beginning of each sentence. Also used for the personal pronoun 'I' and proper nouns.
Full Stops	Used to show the end of all sentences which do not require a question or exclamation mark.

Punctuation (continued)

<u>Vocabulary</u>	<u>Definition</u>
Exclamation Mark - !	Used at the end of a sentence to show surprise, shock or shouting.
Question Mark - ?	Used at the end of a question sentence.
Apostrophe - '	<p>Apostrophes have two uses: omission and possession.</p> <p>Omission (sometimes known as a contraction) : shortened form of two words e.g. I am - I'm. The apostrophe takes the place of the missing letter(s).</p> <p>Possession: If there is one owner then the apostrophe is placed between the subject and the s, e.g. Lucy's pen. If there is more than one owner, add an s to the subject and then add the apostrophe e.g. <i>The girls' pencils.</i></p>
Inverted Commas / Speech Marks (" ")	Used to show direct and reported speech in writing.
Ellipse -	Ends a sentence but shows there is more to come. E.g. <i>She opened the door...</i>

Punctuation (continued)

<u>Vocabulary</u>	<u>Definition</u>
Brackets (parenthesis) - ()	Punctuation marks used to enclose text which is separate from the main part of the text.
Colon - :	Used before a list of ideas in text.

Grammar

<u>Vocabulary</u>	<u>Definition</u>
Prefix	Small addition to a word made by joining on one or more letters to the beginning.
Suffix	A letter or group of letters added to the end of a word.
Synonym	A word which has almost the same meaning as another word.
Antonym	Word which has the opposite meaning to another word. E.g. Hot and cold.
Double negatives	When two negatives are used together, with the effect of cancelling out. The negative meaning is then lost.



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