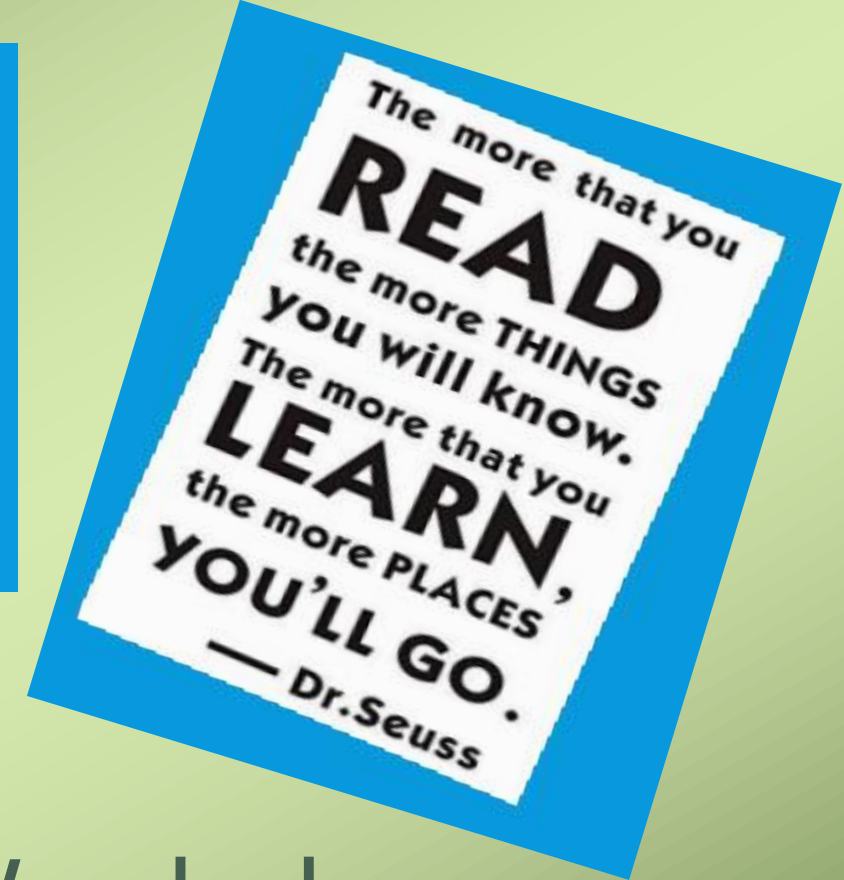


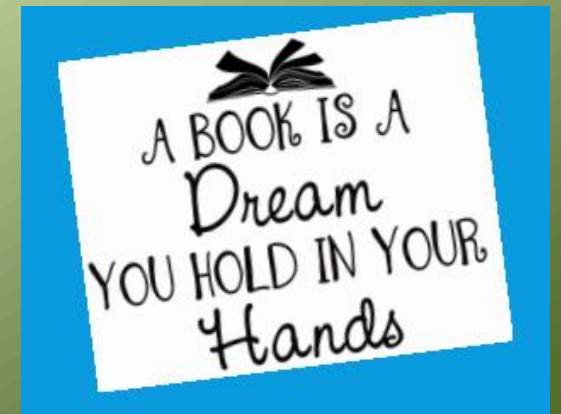


KILMORIE
PRIMARY SCHOOL



English Workshop

22nd November 2023



Agenda

- Reading
- Writing
- Handwriting
- Spelling

Why is reading important?

Reading is a skill that most of us take for granted, yet is one that is essential for being able to get on in life.

Vital for children's success

Teaches children about the world

Structures for writing/vocabulary

Vehicle for accessing the wider curriculum

Other benefits: cognitive and emotional development



Reading sharpens **MIND**

Reading exercises **BRAIN**

Reading keeps you **ENGAGED**

Reading strengthens **MEMORY**

Reading introduces **EMPATHY**

Reading expands **VOCABULARY**

Reading increases **KNOWLEDGE**

Reading enhances **IMAGINATION**

Reading fosters **CONCENTRATION**

Reading improves **WRITING SKILLS**

Simple View of Reading

Many Strands Are Woven into Skilled Reading

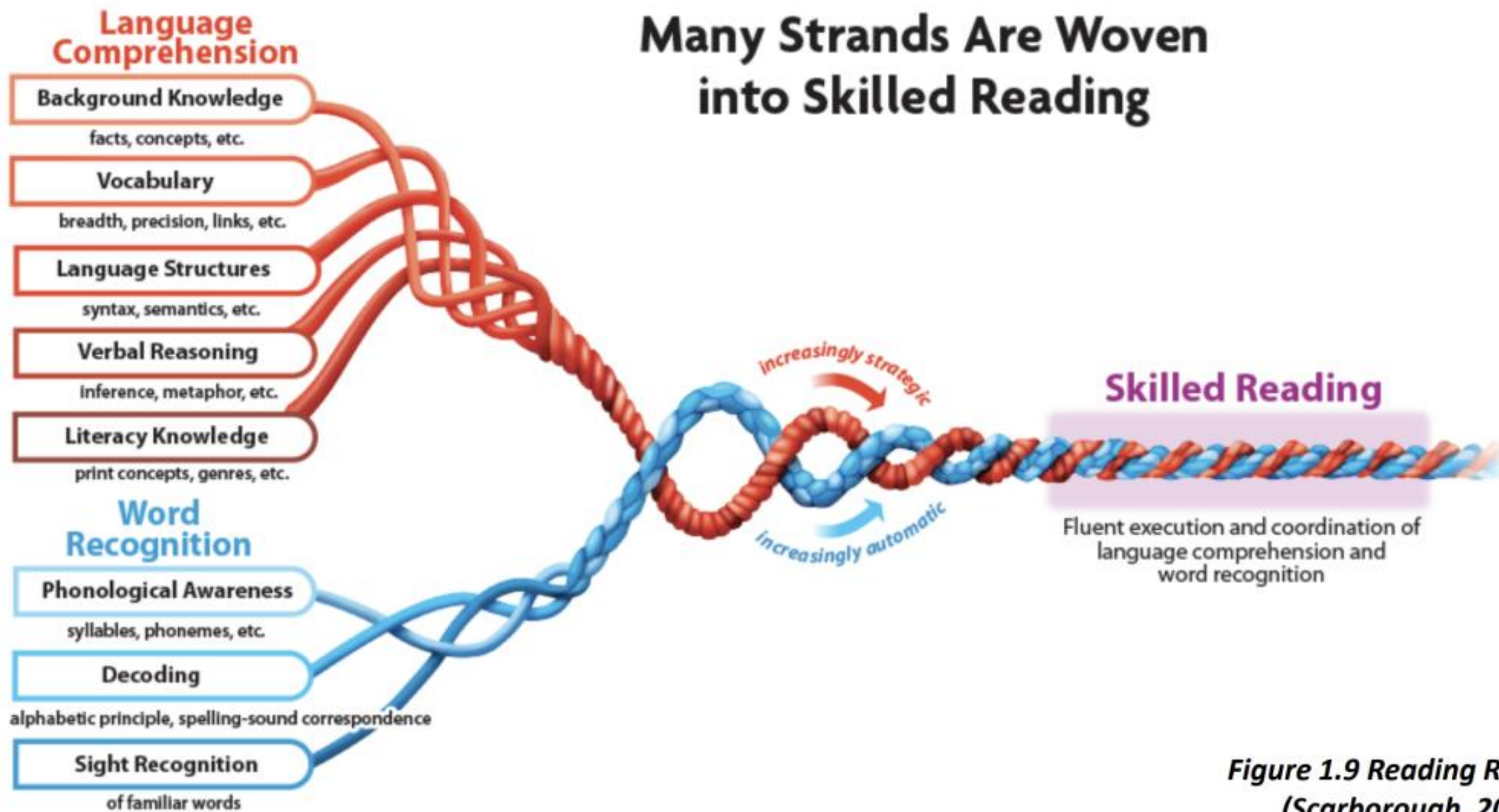
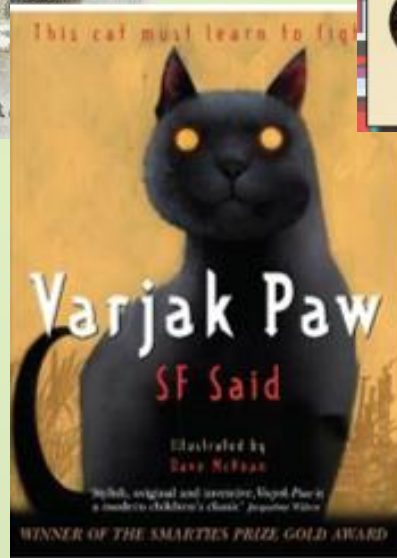
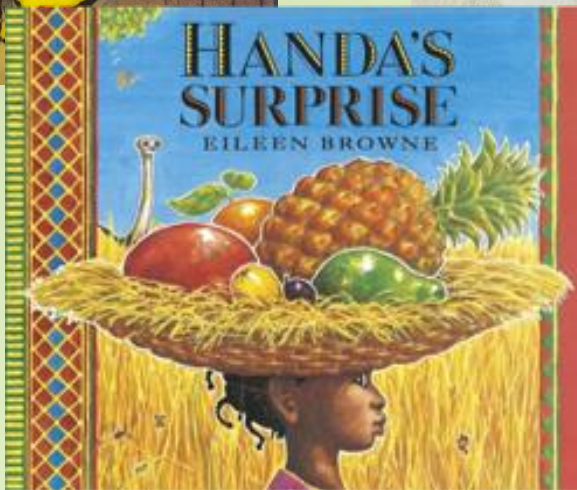
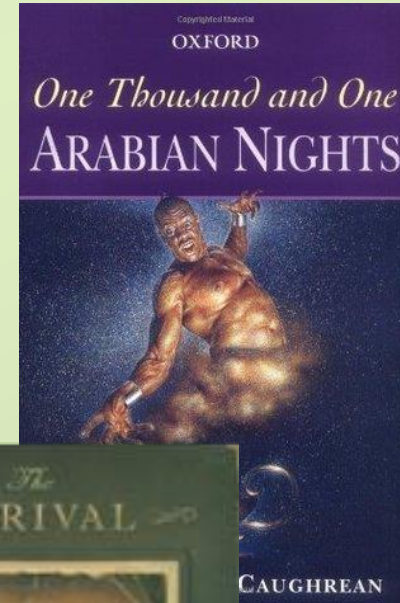
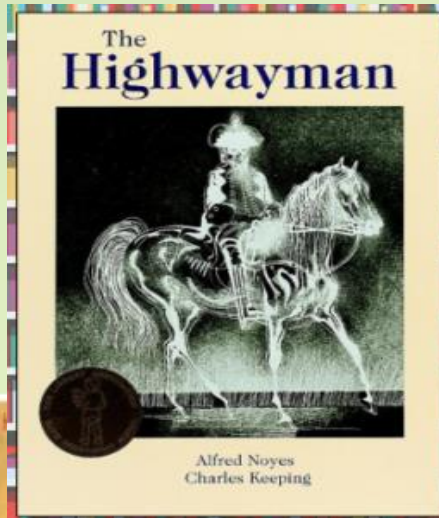
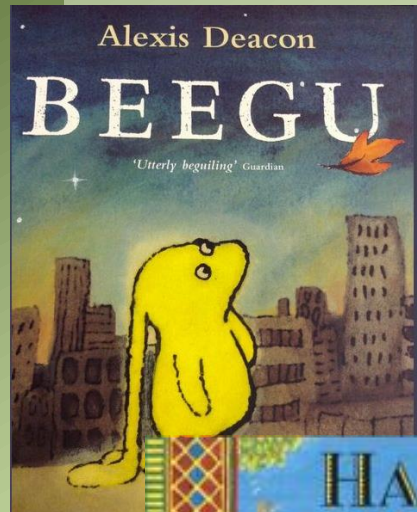


Figure 1.9 Reading Rope
(Scarborough, 2001)

High quality texts



Reciprocal Reading

The Summariser

The Summariser will highlight the key ideas up to this point in the reading.

Tell the group what you have read in your own words

Only tell them of the important information

Keep your summary short



The Questioner

Ask questions to help your group understand what has been read.

Question starters:

Who?
Where?
When?
Why?
What?
How?
What if?



The Clarifier

Clarifies when something doesn't seem to make sense.

Clarifies when a word has been read wrongly.

Asks for help if the group can't work it out between them.

May use a dictionary to find out meanings.



The Predictor

Use clues from what you have read or illustrations to work out what might happen next.

You can change your predictions as you read on through the text.

I think
Maybe.....
It might be that.....
I wonder if
I'll bet.....
This may be about.....







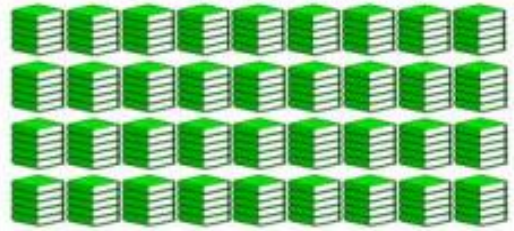





Reading at home with your child

Hearing your child read every day helps with their decoding and fluency skills.

- Expectation: ideally 20 minutes per day.



<p>Child A reads for 20 minutes per night, 5 times a week</p> 	<p>Child B reads for 4 minutes per night...or not at all</p> 
<p>In one week: 100 minutes of reading</p> 	<p>In one week: 20 minutes of reading</p> 
<p>In one month: 400 minutes of reading</p> 	<p>In one month: 80 minutes of reading</p> 
<p>In one school year (9 months): 3,600 minutes of reading</p> 	<p>In one school year (9 months): 720 minutes of reading</p> 
<p>By the end of year 6: 28,800 minutes of reading (80 school days)</p> 	<p>By the end of year 6: 5,760 minutes of reading (16 school days)</p> 

A student who reads **20:00** minutes per day will be exposed to **1.8 MILLION** words per year and is more likely to score in the **90th PERCENTILE** on standardized tests.

A student who reads **5:00** minutes per day will be exposed to **282,000** words per year and is more likely to score in the **50th PERCENTILE** on standardized tests

A student who reads **1:00** minutes per day will be exposed to **8,000** words per year and is more likely to score in the **10th PERCENTILE** on standardized tests

Reading at home with your child

- Try to build this into your daily routine.
- Have a quiet, comfortable space your child (and you) can read in.



Strategies - reading at home with your child

BEFORE –

Predict using front cover and title.

Pre-teaching vocabulary

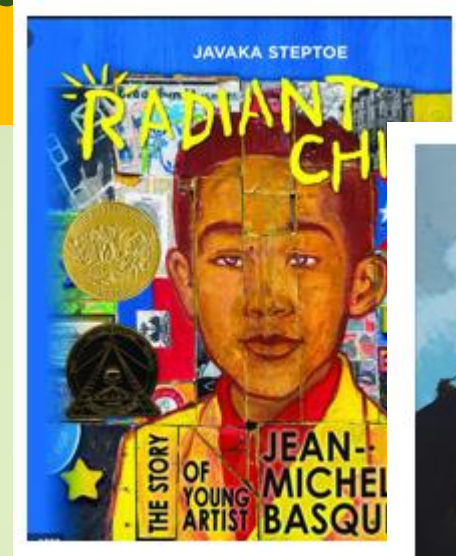
Make links to other books read

Give them time to flick through the book and read the blurb.

DURING -

Help the children to decode words e.g. breaking down into syllables, sounding out.

Ask children about the content of what they have read – who, what, where, when, why, how?



The most important thing to develop an enjoyment of reading.

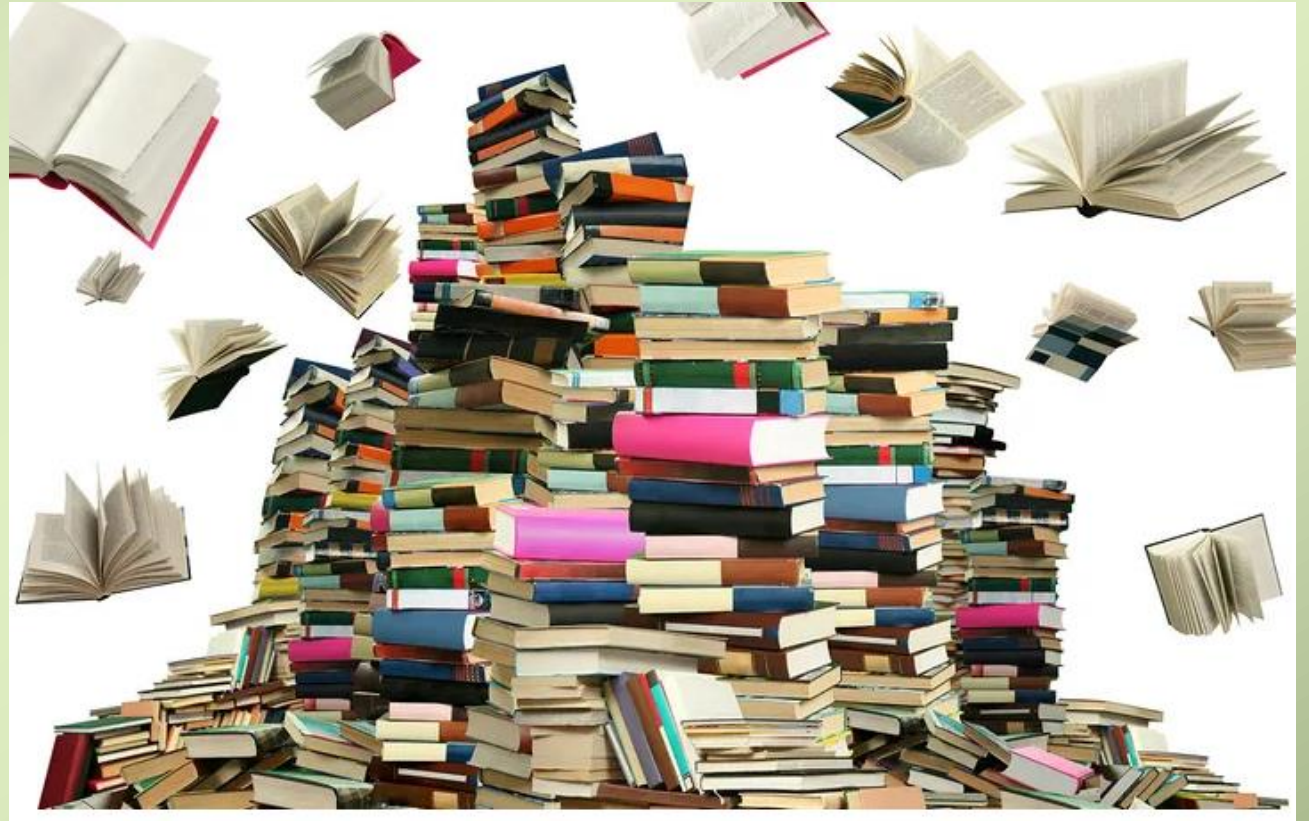
Reading at home with your child

- Read to your child – this is an opportunity for them to hear stories and language at a higher level than they can read alone.



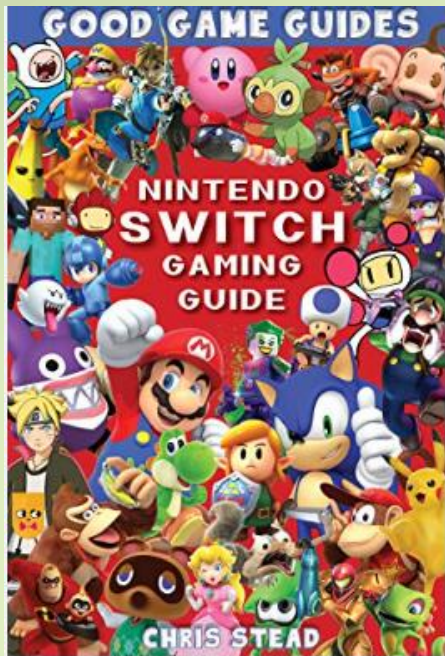
My child is a fluent and confident reader – what can I do to develop them?

- Encourage them to read a lot!!
- Make sure they read a wide range of high quality texts.



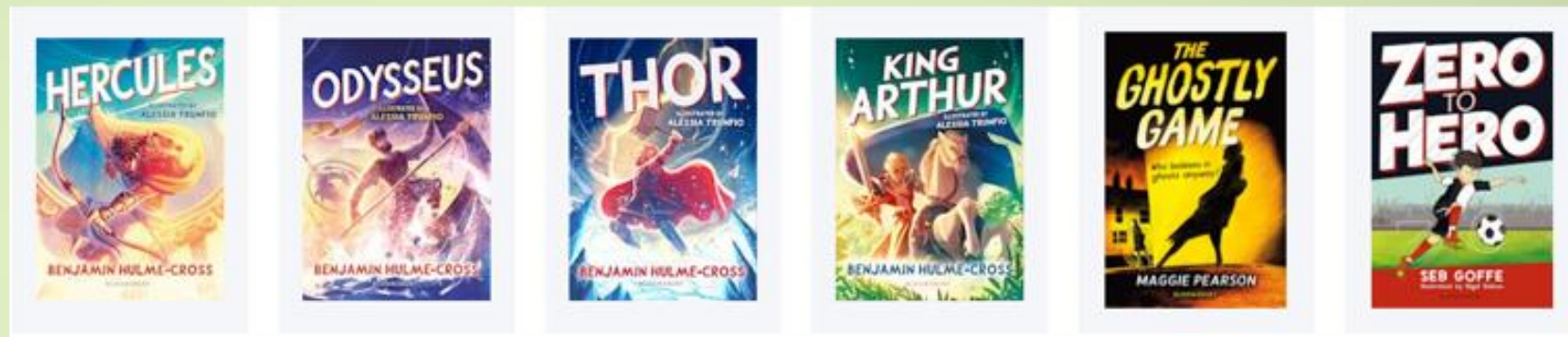
My child is a fluent and confident reader ...
but is reluctant.

- Read using technology
- Listen to audiobooks
- Let them read anything
- Follow their passions
- Find characters your child relate to.



My child struggles with reading and is a reluctant reader – what can I do to help them?

- Acknowledging their feelings of frustration
- Help them connect to a book
- Select a book at the right reading level for your child
- Our High Low fiction – easy reads (reading age lower actual) but content is age appropriate



- **Create a reading routine**
- **Dedicate a cosy reading corner**
- **Visit the library.**
- **Hook them into a series of books**
- **Watch the film – engage and accessible**



End of Year Reading Expectations can be found on our website in Year Group Pages

Year 2 - Reading Standards	
A child will have met the Year 2 'standard' by successfully achieving each of these statements.	
Comprehension	I can make reading fun by increasing my familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these by telling others.
	I can develop an enjoyment of reading by increasing my understanding of themes in different books.
	I can enjoy reading by recognising repeated themes and ideas in stories and poems.
	I can enjoy reading and discussing the order of events in books and how items of information are related.
	I can talk about my favourite words and phrases.
	I can spot if a word has been read wrongly by following the sense of the text.
	I can enjoy reading poetry and know some off by heart. I can say what I like and do not like about a poem giving reasons.
	I can say what I feel might happen next to characters using what I have read already.
	I can use what I have already heard/read or from what the teacher has told me to understand what I am reading.
	I can explain the meaning of words that I do know and ask about the meaning of words that I do not know.
	I can ask and answer simple questions about what I have read and also say what I think will happen next.
	I can talk as part of a group about things we have listened to taking turns to talk about what we have heard.
	Word Reading
I can use sounds that I know to decode words automatically and my reading is fluent.	
I can read and blend all sounds I have been taught and recognise alternative sounds and letters or groups of letters.	
I can read words of two or more syllables that contain sounds that I have been taught.	
I can read most words quickly and accurately without needing to sound and blend words that I have seen before.	
I can read further exception words and see where sounds do not match.	
I can read books within my reading level without making many mistakes and being able to sound out new words without long pauses.	
I can re-read books sounding out new words correctly to increase my speed and confidence.	

Writing – for a purpose and an audience



Aim is to teach our children to write with confidence.

End of year Expectations

Year 1

Choose to write for a variety of purposes and in a variety of contexts (secure from Foundation Stage)
Orally rehearse and sequence sentences to form a short narrative or piece of information writing
Use basic descriptive language
Use simple past, present and future tense accurately in speech and begin to incorporate these in their writing (e.g. I baked, I bake, I will bake)
Re-read and check writing makes sense
Demarcate sentences with capital letters and end punctuation (full stops, question marks and exclamation marks)
Use capital letters for names and the personal pronoun 'I'
Join words and clauses with conjunctions (and, because)
Spell many Year 1 common exception words
Segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonetically plausible way
Spell many words with simple suffixes and prefixes correctly ('un', singular and plural 's' and 'es', verb endings 'ed', 'ing' and 'er', 'est')
Form many letters and digits correctly with a difference between lower-case and upper-case letters
Form capital letters and digits 0-9.
Separate words with spaces.

Year 2

Write simple, coherent narratives about personal experiences and those of others (real or fictional), showing some understanding of purpose
Write about real events, recording these simply and clearly
Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
Use simple present and past tense mostly correctly and consistently (e.g. I bake, I baked)
Write different types of sentences – statements, commands, questions and exclamatory sentences
Add description and specification through the use of expanded noun phrase
Begin to review their own writing to check for sense and make simple proof-reading corrections
Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
Spell some common exception words
Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
Use spacing between words that reflects the size of the letters

End of year Expectations

Year 3

write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form e.g. letter, report	
in non-fiction, begin to organise information under headings	
begin to use paragraphs to organise ideas	
use some conjunctions e.g. and, because, when, even though; adverbs e.g. often, quickly, very; prepositions e.g. next to, underneath, with for cohesion and to add detail	
use simple and continuous past and present tenses mostly correctly (e.g. I baked, I was baking; I bake, I am baking)	
read work to check for spelling and punctuation errors and assess the effectiveness of their own and others' writing	
use correctly:	capital letters & full stops
	inverted commas
	question marks
	exclamation marks
	commas for lists
spell words from the year 3 and 4 spelling list correctly	
write with mostly neat, legibly joined handwriting	

Year 4

write both fiction and non-fiction and understand the purpose of writing (persuade, inform, entertain); have an awareness of appropriate language and form	
know when to change paragraphs e.g. change in time/location/setting/subject	
create settings, characters and plot in narrative	
use simple and continuous past and present tenses consistently correctly (e.g. I baked, I was baking; I bake, I am baking) and use past/present perfect and past/present perfect continuous mostly correctly (I had baked, I had been baking; I am baking, I have been baking)	
use a range of conjunctions to link sentences and paragraphs	
read work to check for spelling and punctuation errors and assess the effectiveness of their own and others' writing	
use correctly:	question marks
	exclamation marks
	commas for clarity (beginning to)
	use apostrophes for contraction
spell words from the year 3 and 4 spelling list correctly	
write with neat, legibly joined handwriting	

End of year Expectations

Year 5

write both fiction and non-fiction considering both the purpose (persuade, inform, entertain) and audience	
select vocabulary and grammatical structures that are appropriate for the audience and purpose e.g. correct sentence types; tenses; a range of verb forms; relative clauses	
use paragraphs to organise ideas	
describe settings, characters and atmosphere (e.g. using expanded noun phrases)	
in non-narrative writing, organise writing according to the genre (e.g. headings, sub-headings, bullet points)	
be able to plan, edit and improve my writing, considering the purpose and audience and enhance effects and clarity of meaning	
begin to convey character and advance action through dialogue, using a mix of speech and description	
use conjunctions in and between sentences and paragraphs to aid the flow of my writing	
use mostly correctly:	question & exclamation marks
	speech punctuation
	commas for clarity
	apostrophes for contraction
	apostrophes for possession
spell words from the year 3 and 4 spelling list correctly	
spell some words from the year 5 and 6 spelling list correctly	
write legibly, fluently and with increasing speed	

Year 6

write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)	
in narratives, describe settings, characters and atmosphere	
integrate dialogue in narratives to convey character and advance the action	
select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriate (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)	
use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs	
use verb tenses consistently and correctly throughout their writing	
using mostly correctly range of punctuation taught at KS2:	e.g. inverted commas
	e.g. commas for clarity
	e.g. punctuation to indicate direct speech
spelling most words correctly (year 5 and 6) and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	
maintaining legibility in joined handwriting when writing at speed	

How you can help at home



Handwriting



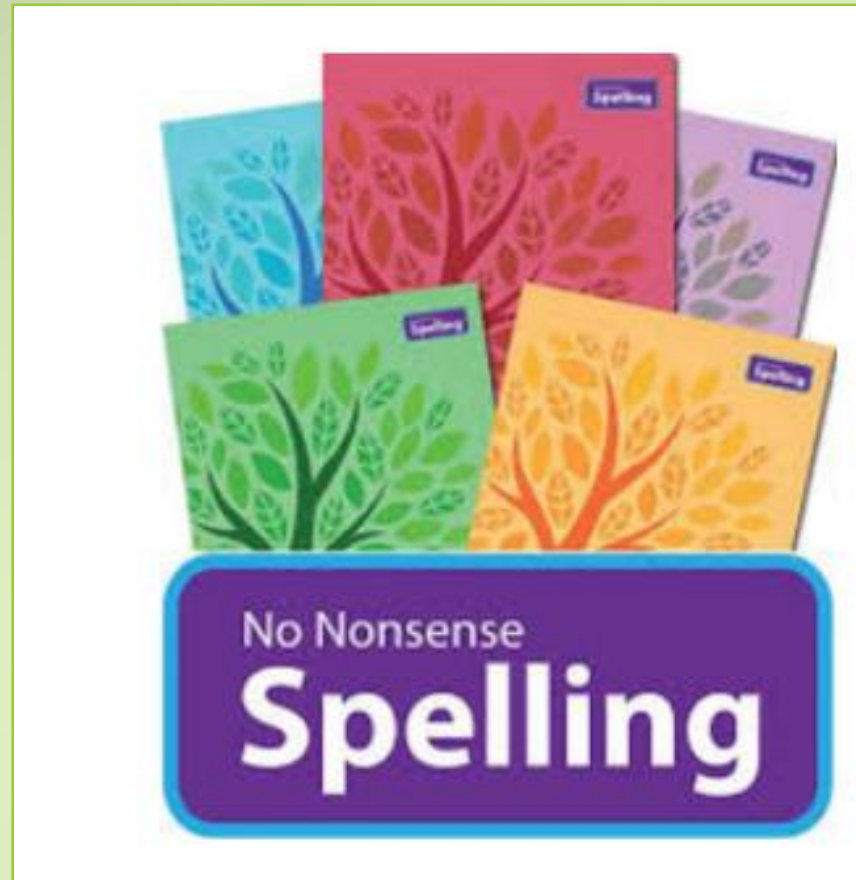
Letter-join 

The programme
uses the cursive
handwriting style

Cursive Lower Case Letters



Spelling



Spelling

First 100 High Frequency Words

in frequency order reading down the columns

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

Key takeaways

- What are you going to do as a result of this session?

Please take a moment to consider any key points you will take away from this workshop.

Please share this, if you are happy to, with the person next to you.

When you get home, can you share your learning from this session with any other adults who read with your child?

The sooner you implement something you have learned today, the sooner it might become routine!!

