Northburn Primary School

Parents English Meeting

23rd June 2015

May 21-10:05

Aims:

- Explore how parents and school can work together to support children's reading and writing.
- Look at national expectations for writing and grammar.

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Types of Reading

Decoding the text.

7H15 M3554G3 53RV35 7O PR0V3 H0W 0UR M1ND5 C4N D0 4M4Z1NG 7H1NG5! 1MPR3551V3 7H1NG5! 1N 7H3 B3G1NN1NG 17 WA5 H4RD BU7 N0W, 0N 7H15 LIN3 Y0UR M1ND 1S R34D1NG 17 4U70M471C4LLY W17H0U7 3V3N 7H1NK1NG 4B0U7 17, B3 PROUD! 0NLY C34R741N P30PL3 C4N R3AD 7H15

Phonics, high frequency words, context clues.

cat not cuautu???

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Types of Reading

Literal- Finding facts and retrieving information.

Seek, find and understand.

- Recall the main ideas of the story or information
- Identify how characters behave e.g. repeated actions and words
- Connect words and illustrations e.g. what additional information does the illustration add?
- Retrieve relevant details from different paragraphs or sections of the text

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Types of Reading

Inference and deduction- reading between the lines.

He flew down the pitch and slammed the ball into the net.

Where is he?
What is he doing?
Are there alternative answers?

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Reading

How do we help?

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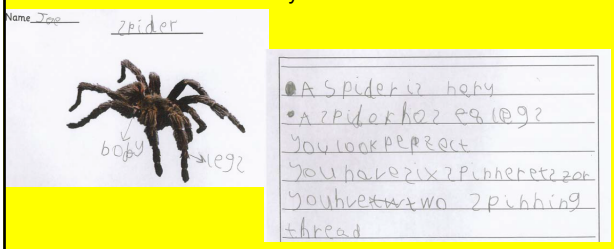
Early Writing

- Mark making
- Colouring
- Tracing shapes in sand or soil
- Fine motor skills-finger games, buttons, zips, etc.

- Pencil control- tracing, overwriting letters and words, colouring evenly, etc.
- Writing own name

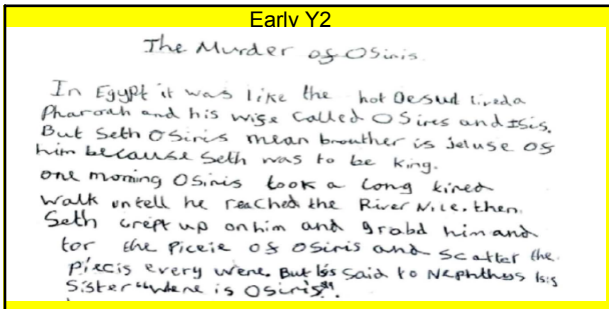
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Early Y1



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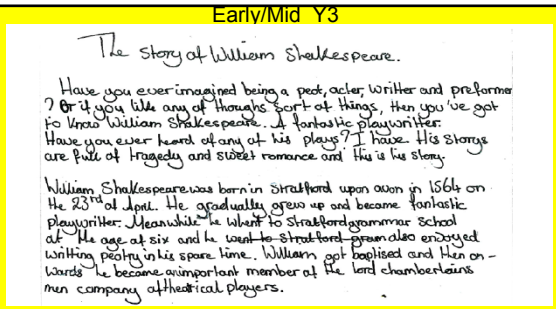
Early Y2


The Murder of Osiris

In Egypt it was like the hot Desert. Ireda Pharoah and his wife called Osires and Isis. But Seth Osiris mean brouther is Jeluse of him because Seth was to be king. one morning Osiris took a long tired walk until he reached the River Nile. then Seth crept up on him and grabd him and tor the piecie of Osiris and sc after the piecis every were. But Isis said to Nephthys his sister "where is Osiris".

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Early/Mid Y3

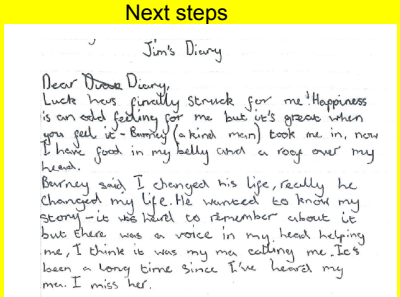

The story of William Shakespeare.

Have you ever imagined being a poet, acter, writter and preformer? Or if you like any of thoughts sort of things, then you've got to know William Shakespeare. A fantastic playwritter. Have you ever heard of any of his plays? I have. His storys are full of tragedy and sweet romance and this is his story.

William Shakespeare was born in Stratford upon avon in 1564 on the 23rd of April. He gradually grew up and became fantastic playwritter. Meanwhile he went to Stratford grammar School at the age of six and he went to Stratford grammar also enjoyed writting poetry in his spare time. William got baptised and then on - wards he became an important member of the lord chamberlains men company of theatrical players.

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Next steps


Jim's Diary

Dear Diary,
Lucks has finally struck for me! Happiness is an odd feeling for me but it's great when you feel it. Barney (a kind man) took me in, now I have food in my belly and a roof over my head.
Barney said I changed his life, really he changed my life. He wanted to know my story - its too hard to remember about it but there was a voice in my head helping me, I think it was my ma calling me. It's been a long time since I've heard my ma. I miss her.

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Writing

How do we help?

Have some non- negotiable expectations:

Write at a table or desk not on your lap.
Write at a time when you can concentrate.
Use a sharp pencil or a blue/black pen.
Discuss the writing afterwards to say why it meets pupil's writing targets they use in class.
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Grammar expectations

Year 1: Detail of content to be introduced (statutory requirement)	
Word	Regular **plural noun suffixes** *–s* or *–es* [for example, *dog, dogs; wish, wishes*], including the effects of these suffixes on the meaning of the noun **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping, helped, helper*) How the **prefix** *un–* changes the meaning of **verbs** and **adjectives** [negation, for example, *unkind*, or *undoing: untie the boat*]
Sentence	How **words** can combine to make **sentences** Joining **words** and joining **clauses** using *and*
Text	Sequencing **sentences** to form short narratives
Punctuation	Separation of **words** with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Capital letters for names and for the personal **pronoun** *I*
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

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Grammar expectations

Y2

Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

Y3

Year 3: Detail of content to be introduced (statutory requirement)	
Terminology for pupils	preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

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Helping with grammar and spelling.

Encourage your child to use appropriate grammar language when talking about their writing.
Talk about spelling errors- use phonic rules and spelling rules to sound out words.
Don't just memorise the words on spelling lists- as they get older they need to learn spelling rules.
e.g. swim- swimming
write- writing

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Final Questions?

Jun 23-17:08

Attachments

PRIMARY_national_curriculum_-_English_RS2.pdf

Reading doccument for parents- 23rd June.doc

hfwords 100 KS1.pdf