

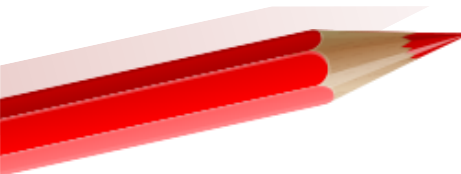
How can I help
my child with
English?

Birches First School





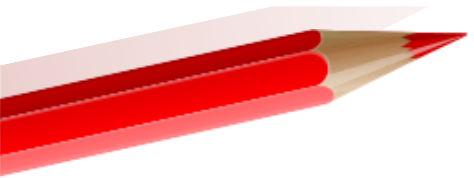
Our Aim

- 
- We want to ensure our children develop secure basic skills of Reading, Writing and communication to enable them to communicate effectively.
 - We want them to do this in a range of contexts and for a range of audiences.
 - We have planned for the careful progression of reading, writing and spoken language.
 - SPaG is intertwined in all.

Why is reading important?



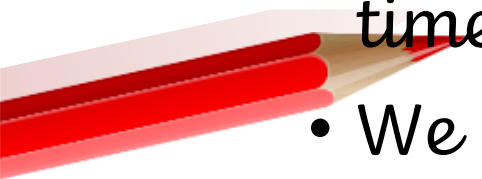
- Children who find it difficult to read are likely to struggle across the curriculum.
- Reading and writing of Standard English, alongside proficient language development, is the key to unlocking the rest of the curriculum/ skills for the future.
- Children who fail to learn to read early on start to dislike reading.



Why is reading important to us?



- Many of us remember being read to, by a parent, grandparent, sibling or teacher. Those moments of shared imagining and warmth.
- Reading aloud with a child, sharing a book together is powerful, it is joyful, and it has a deep and lasting effect.
- When we read to children in our classes, we are saying that reading matters to us, that we value books and want to make time for them in the busy school day.
- We also know that reading aloud is fun, that children love to hear stories, join in with well-loved phrases, pretend to be characters from books in their play. Reading aloud gives that to all our children.



What we do at Birches



- Each week children take part in:

ERIC Time (everybody reading in class)

Whole Class Guided Reading (Year 1 Spring Term)

Daily phonics/ spelling (Year 1)
Little Wandle

Daily English lesson (Groups in EYFS)

Daily class reader

1:1 reading

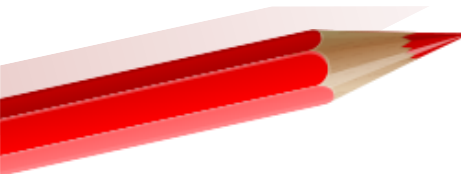
Daily singing/ nursery rhyme sessions

Children visit the school library to choose a book to enjoy at home and promote a love of learning.

- Accessing the reading corner at the end of the day.
- At lunchtime the reading den is available for them to use.

Where you come in with reading...

- Boom Reader
- Reading book and sharing book.



The more that
YOU READ,
THE MORE THINGS
YOU WILL KNOW.
The more that you learn,
THE MORE PLACES
YOU'LL GO.

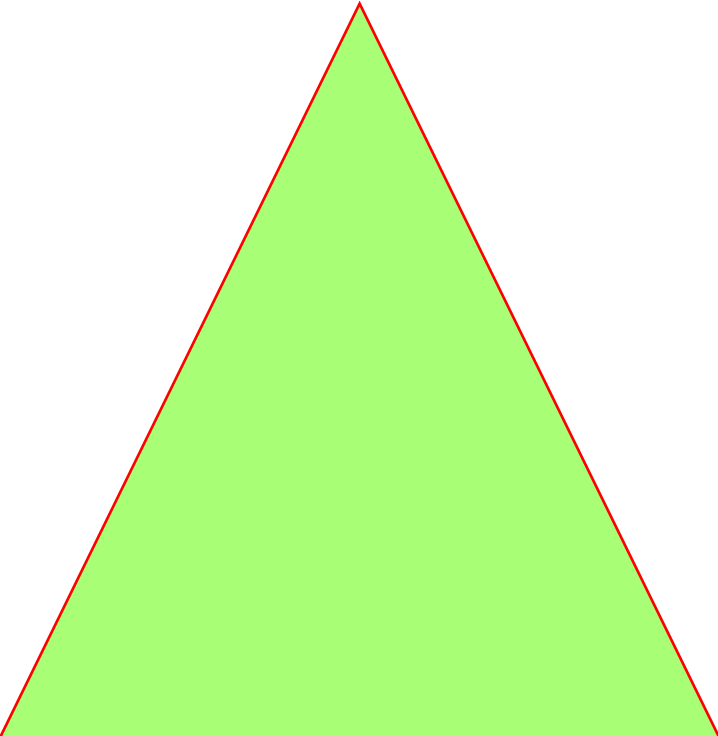
—DR. SEUSS



Where you come
in with reading...

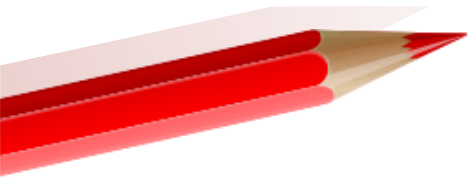


Child



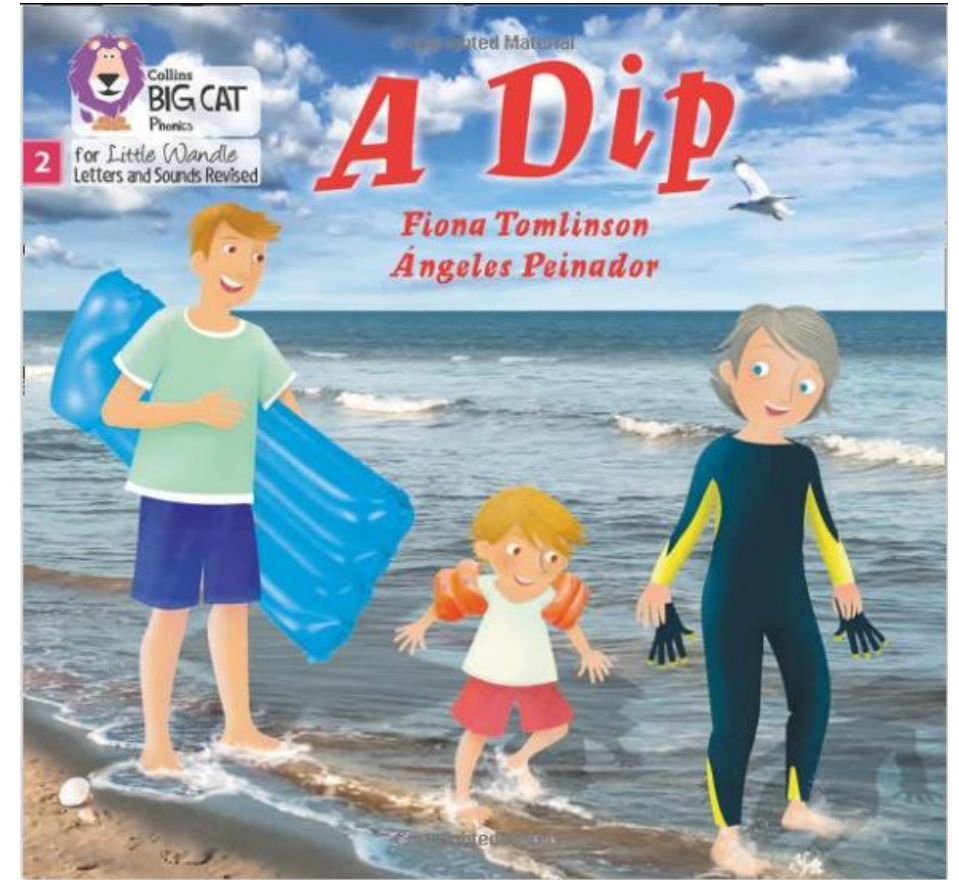
Parent

Teacher



Year 1

- Reading sessions 3x a week.
- Decoding
- Prosody
- Comprehension



Year 2

VIPERS

Vocabulary

Inference

Prediction

Explain

Retrieve

Sequence



Spoken Language

- We place a big importance on developing language and constantly reinforcing new language.
- **Language-rich environment.**

The more adults talk with children throughout the day and take part in conversations, the more they will understand.



Quick 5 minute Activity

Have a look at the “I Can” statements.

Can you see the progression from Year 1 to Year 2?

Spoken Language

Year 1

- I can listen to the teacher in my classroom and ignore other people or noises.
- I can understand instructions that tell me the order I have to do something.

- I can find things out by asking how and why questions.
- I can say 'I don't understand' when I'm stuck.

- I can sort things into groups and give each group a name.
- I know what someone is describing when they give me some clues.

- I can use a sentence to tell someone when I am not happy.

- I can start stories using 'Once upon a time ...' or 'One day, ...'
- I can talk about the things I need to do so that I can complete a task.
- I can join sentences using 'and'.

- I can listen carefully when I am in a group.

- I can talk about the things I need to do so that I can complete a task.

- I can say most speech sounds clearly.
- I can say words with up to 3 syllables clearly.
- I can blend sounds out loud to make a short word. I can say the sounds I hear in a word.
- I can make sentences about what is happening now, what has happened and what will happen.

- I can speak clearly in presentations, performances and role plays when I have just got a bit to say

- I can ask a class visitor questions that I have already thought of.

- I can make a comment when talking to other people.

- I can use expressions that I hear other people using.

Spoken Language

Year 2

- I can find the most important parts in a spoken question.
- I can understand long instructions where I have to do several different things.

- I can ask lots of different types of questions to find things out.
- I can tell someone when I don't understand something and why I didn't understand it.

- I can tell someone when I don't understand something and why I didn't understand it.
- I can talk about words that look or sound the same. I can talk about words that have the same meaning.

- I can explain things using a sentence with 'because' or 'when'.

- I can tell stories that are easy to understand.
- I can explain how I solved a problem.
- I can use 'because' or 'when' to make my sentences longer.

- I can listen carefully in a group and take turns in a discussion.

- I can talk about what will happen next in a story or something that happened.

- I can say most speech sounds clearly.
- I can say words with up to 4 syllables clearly.
- I can make new words by taking some sounds away from a word.
- I know there are some words I only use with friends.

- I can listen carefully in a group and take turns in a discussion.

- I can talk to others and stay on the same topic.
- I can let someone else take a turn in a conversation when prompted.

- I can ask questions to find out information and use information from the answers to make my response.

- I know there are some words I only use with friends.

Writing

Child A reads for 20 minutes
per night, 5 times a week



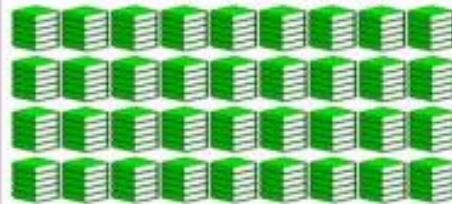
In one week:
100 minutes of reading



In one month:
400 minutes of reading



In one school year (9 months):
3,600 minutes of reading



By the end of year 6:
28,800 minutes of reading
(80 school days)



Child B reads for 4 minutes
per night...or not at all



In one week:
20 minutes of reading



In one month:
80 minutes of reading



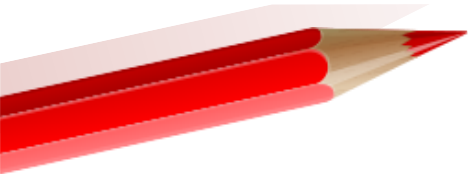
In one school year (9 months):
720 minutes of reading



By the end of year 6:
5,760 minutes of reading
(16 school days)

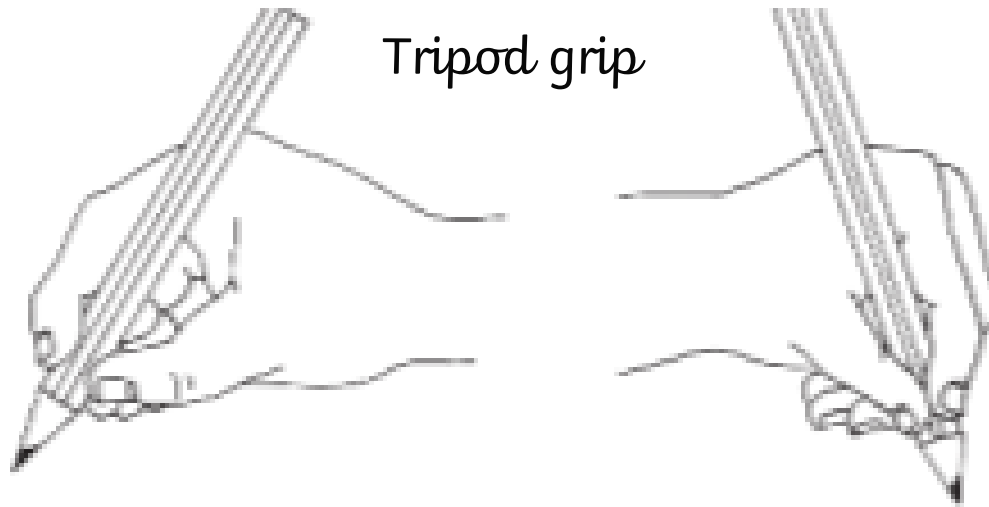


Fine motor skills



Handwriting

- This is a key skill for writing.
- It allows fluency of writing to take place.
- It is important for your child to learn how to hold their pencil correctly and with correct posture.



Spelling

We encourage meta-cognitive approaches to learning spelling.

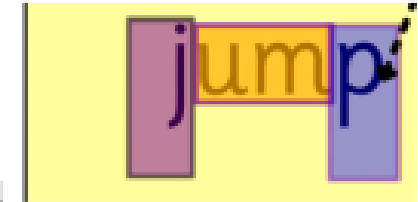
1. Circle the right one.

- Write out the words, but include wrong spellings.
- The child needs to circle the right one and explain how they know.

e.g. **escaped** **escapt**
holidays **holydays** **hollidays**

2. Colour-block and trace.

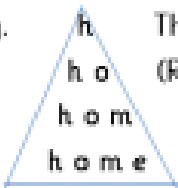
- Get your child to colour block the letters EXACTLY as THEY want – it does not need to match either the syllables or the sounds. This will show how the child actually sees the word.
- The teacher / peer can draw the shapes of three words the child is learning and get the child to identify which shape represents each word before writing in the letters on the blank shapes to spell each word.



4. Pyramid words.

- Write the word a letter at a time in a pyramid shape

e.g.  This means children repeat practicing the spelling, building up a letter at a time.
(Repeat copying also works on action memory)



5. Spot a word in a word.

- Children spot words that they can spell within words that they cannot yet spell, e.g. 'a rat' in 'separate'. Children can make up a silly sentence to help them remember, e.g. There's *a rat* in *sep* – *a* – *rat* – *e*. This is further supported by saying the word in a way that emphasises the word within a word.

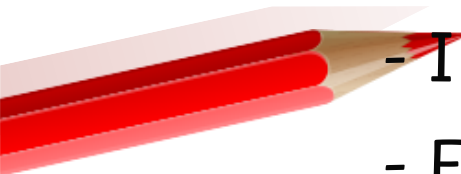


Curriculum



- We hook our children into learning through books (it all intertwines!).

In each year group we cover:

- Narrative writing
 - Poetry
 - Non-chronological reports
 - Instructional texts
 - Explanation texts
 - Letter writing
 - Diary entries.....it goes on and on!
- 

Year 1 Writing

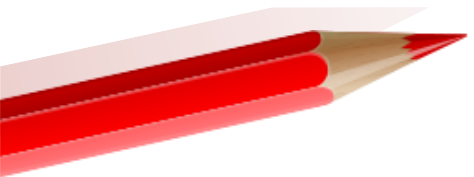


To write sentences in order to create short narratives and non-fiction texts.

To use some features of different text types (although these may not be consistent).

To reread their writing to check that it makes sense and make suggested changes.

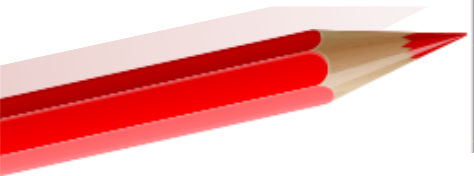
To use adjectives to describe.



Year 1 Writing



To use simple sentence structures.	
To use the joining word (conjunction) 'and' to link ideas and sentences.	
Has an awareness of and is beginning to use:	capital letters for names, places, the days of the week and the personal pronoun 'I'.
	finger spaces.
	full stops to end sentences.
	question marks.
	exclamation marks.



Year 1 Writing



To spell most words containing previously taught phonemes and GPCs accurately.

To spell most Y1 common exception words and days of the week accurately (from English Appendix 1).

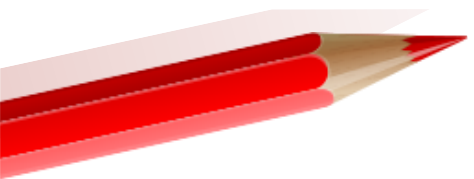
To use -s and -es to form regular plurals correctly.

To use the prefix 'un'.

To add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word).

To write lower case and capital letters in the correct direction, starting and finishing in the right place.

To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.



Year 2 Writing



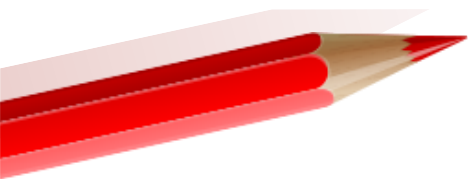
Pupil(s) can write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

writing about real events, recording these simply and clearly

Year 2 Writing



demarcating most sentences with:	capital letters and full stops
and with use of:	question marks.
using present and past tense mostly correctly and consistently	
using co-ordination (or / and / but)	
using some subordination (when / if / that / because)	



Year 2 Writing



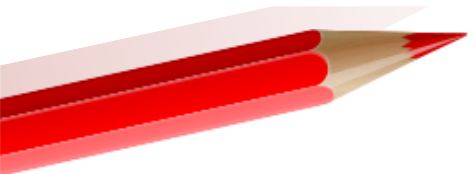
segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others

spelling many KS1 common exception words*









writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters

using spacing between words that reflects the size of the letters














What you can do to help...



Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

*depending on regional accents

What you can do
to help...

