

Year 3
Year 4



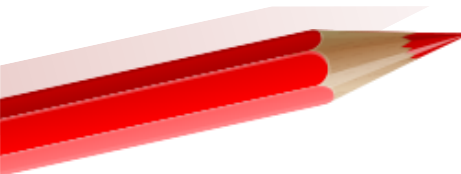
How can I help
my child with
English?

Birches First School





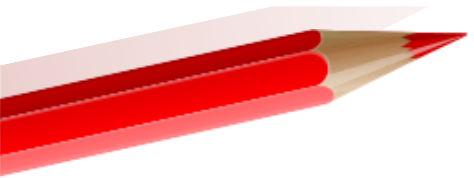
Our Aim

- 
- 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?



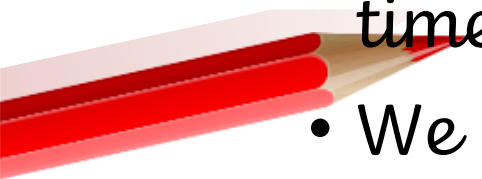
- Children who find it difficult to read are likely to struggle across the curriculum.
- Reading and writing of Standard English, alongside proficient language development, is the key to unlocking the rest of the curriculum/ skills for the future.
- Children who fail to learn to read early on start to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

Daily spelling

Daily English lesson

Daily class reader

1:1 reading

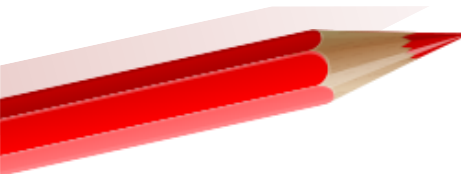
Accessing reading corners in small groups each day

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

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.

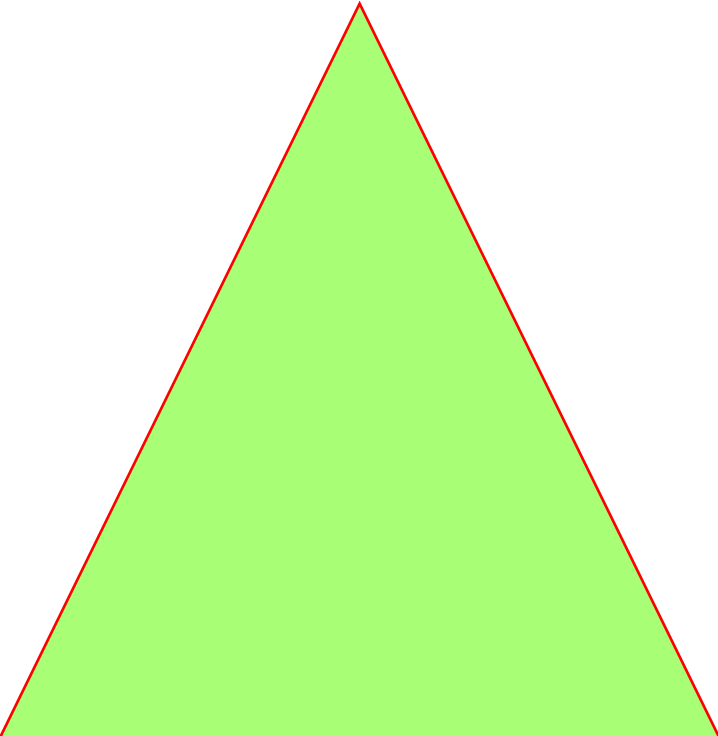
—DR. SEUSS



Where you come
in with reading...

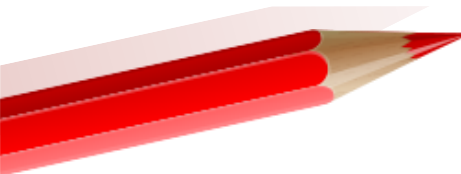


Child



Parent

Teacher



Year 3 and 4

VIPERS

Vocabulary

Inference

Prediction

Explain

Retrieve

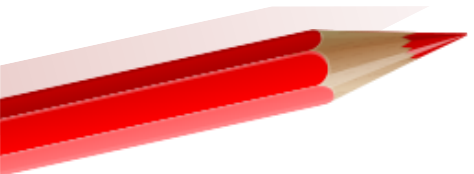
Sequence



Where you come
in with reading...



5 minutes to read the text on the tables.



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 3 to Year 4?

Spoken Language

Year 3

- I can listen to tricky information and find the important parts.
- I can understand why I must follow a teacher's instruction and what will happen if I do not do this.

- I can ask relevant questions.
- I can tell someone when I don't understand all the words that they have used and ask them about it.

- I try to use new topic vocabulary in my answers.

- I can give a reason for what I think in a class discussion.

- I can tell stories using conjunctions and include details about who, when and where.
- I can talk about why I think the character feels a certain way.
- I can use 'before, after, while' and 'so' to make my sentences longer.

- I can start a conversation with school visitors or other pupils in my school.

- I can use words to describe various feelings and find out how other people feel about the same thing.

- I can say all speech sounds clearly.
- I can say polysyllabic words clearly.
- I try to spell words with 4 or more phonemes by listening to the sounds in the words.
- I can use changes in my voice to make my meaning even clearer.

- I can say something about what other people think.

- I can start a conversation with school visitors or other pupils in my school.
- I can exaggerate to make my stories more exciting.

- I can use polite language when I am talking to adults.

Spoken Language

Year 4

- I can listen to information, know the important parts and comment on it.
- I can work out what could happen next even when the teacher has not told me.

- I can ask a series of questions to have a conversation.
- I can say when I can't remember certain words and ask for an explanation.

- I can tell someone when I can't remember the right word to use. I can ask a question to help me.

- I can summarise and explain my group's discussion.

- I can tell exciting stories using a clear plot and good vocabulary.
- I can explain things that have happened to me or people I know including how I or other people felt.
- I can begin my explanations or story sentences with phrases using 'later, before, after, while'.

- I can add to a conversation by explaining my thinking to other people.

- I can discuss what might happen and why.

- I can say all speech sounds clearly
- I can say polysyllabic words clearly
- I can identify the sounds in a word; the number of syllables and rhyming words and use this in my reading and spelling.
- I can talk politely with school visitors..

- I can take different roles in a group discussion, e.g. leader or note taker.

- When I talk to people, I usually know how much information they need
- I can make my reading or talking sound more interesting by how I use my voice.

- I can follow complicated information that someone is sharing and remember the important points.

- I know lots of phrases that only people my age would use.

Writing

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



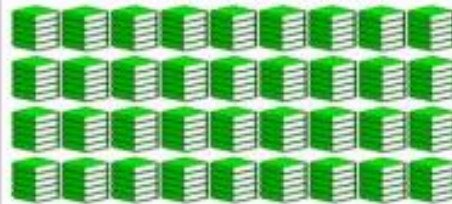
In one week:
100 minutes of reading



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



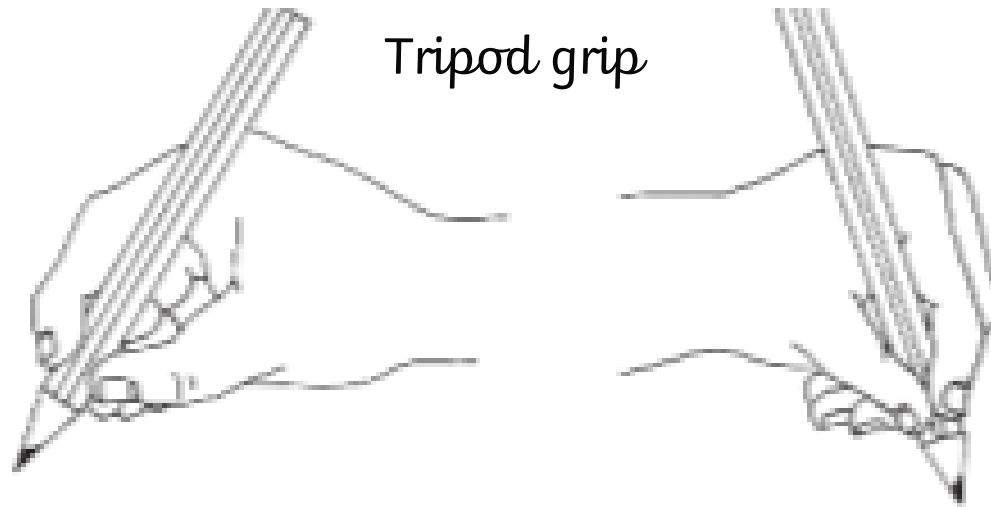
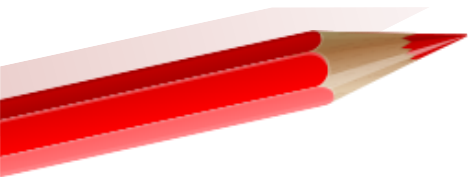
By the end of year 6:
5,760 minutes of reading
(16 school days)



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.



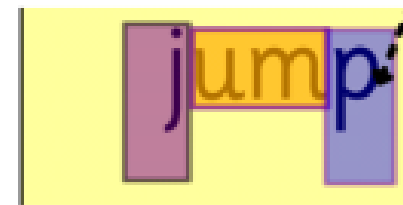
1. Circle the right one.

- 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

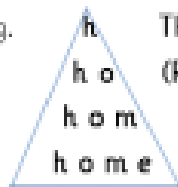
2. Colour-block and trace.

- 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.

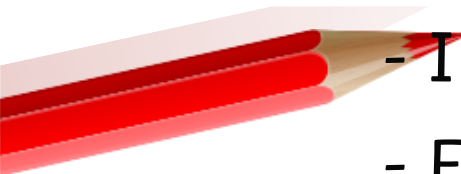
- Children spot words that they can spell within words that they cannot yet spell, e.g. 'a rat' in 'separate'. Children can make up a silly sentence to help them remember, e.g. There's *a rat* in *sep* – *a* – *rat* – *e*. This is further supported by saying the word in a way that emphasises the word 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 3 Writing



To rehearse orally their ideas for writing and record their ideas using a modelled planning format.

To demonstrate some understanding of purpose and audience (although this may not be sustained).

To use the simple structure of a wider range of text types.

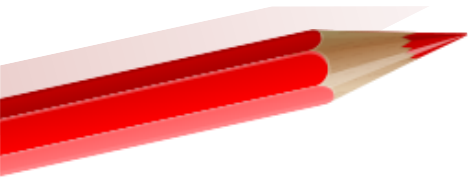
To proof-read their work to check for errors and make simple improvements with guidance.

To make more ambitious word choices (often reflecting those modelled by a teacher).

Year 3 Writing



To usually maintain the correct tense (including the progressive form).	
Uses the full range of punctuation from previous year groups including:	full stops, capital letters, question marks and exclamation marks.
	commas within lists.
	apostrophes to show possession and to form contractions.
To begin to add inverted commas to mark direct speech (may not be consistent).	
To use a range of simple conjunctions (including some subordination).	



Year 3 Writing



To spell some words with prefixes correctly, e.g. **ir**relevant, **auto**graph, **in**correct, **dis**obey, **super**star, **anti**social.

To spell some words with suffixes correctly, e.g. usual**ly**, poison**ous**, adoration**al**.

To apply all spelling rules from the KS1 guidance within the English Appendix 1.

To begin to use neat, joined handwriting.



Year 4 Writing



To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).

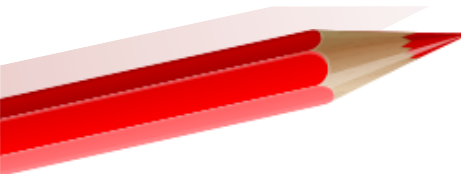
To write narratives with a clear beginning, middle and end with a coherent plot.

To proofread confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.

To create more detailed settings, characters and plot in narratives to engage the reader.

To consistently organise their writing into paragraphs around a theme.

Year 4 Writing



To maintain an accurate tense throughout a piece of writing.
To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.
To use the full range of punctuation from previous year groups.
To use all the necessary punctuation in direct speech mostly accurately.
To use apostrophes for singular and plural possession with increasing confidence.
To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.
To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.
To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.

Year 4 Writing



To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.

To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.

To spell homophones correctly, e.g. which and witch.

To spell all of the Year 3 and 4 statutory spelling words correctly.

To consistently use a neat, joined handwriting style.



What you can do
to help...

