

Parents' Literacy Workshop

Years 4, 5, & 6: Phase C

Collect a feedback form to hand in at the end of the session.

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Aims and Objectives

- To give parents and carers a basic understanding of how Literacy is taught in Fox Primary School;
- To help parents and carers develop their personal subject knowledge;
- To support parents and carers with the ways they support their child's writing, reading and spelling at home.

What will we cover today?

- Writing: the Literacy Curriculum, the writing process, progression in writing, support for writing at home
- Reading: Guided Reading (in school) and reading for pleasure (at home)
- Spelling: strategies to enable children to learn spellings, home learning
- Handouts – will be available on the website

Writing

What skills are required to be a
'good' writer?

The Literacy Curriculum: text types

- **Narrative** - traditional, historical, visual (e.g. Dickens, Rabbit Proof Fence)
- **Play script** - writing, acting out (e.g. Shakespeare)
- **Poetry** - form, vocabulary, performance
- **Non-chron report** - real, imaginary (e.g. Tudors, mythical monsters)
- **Recount** - biography, diary, autobiography (e.g. Nelson Mandela, Desert Island Discs)
- **Instructions** - real, fictional (e.g. how to be a spy)
- **Persuasion** - adverts, leaflets, argument, debate (e.g. fair trade)
- **Discussion** - presenting both sides of an argument

The writing process

- Exploration of genre through text models – children generate their own success criteria for writing
- Preparation for the content of writing
- Oral rehearsal, e.g. drama, speaking & listening
- Shared writing, guided writing and independent writing
- Editing
- Extended writing

Progression in writing: punctuation

- **CL** and .
- , in lists of nouns and adjectives
- ! and ?
- Apostrophes for contraction and possession
- , with connectives, e.g. after a time connective
- “ ” ... and ()
- , in complex
- : - and ;

Deep understanding – to use punctuation correctly with little or omission

Progression in writing: sentence structure

Simple Sentence

1 clause = a subject and a verb

I went to the shop. Harry kicked the big ball.

Compound Sentence

2 (or more) main clauses linked with a co-ordinating conjunction (and, so, or, but)

I like eating meat, but I also like eating vegetables. He went to the shop and he looked at the different toys.

Sentence structure

Complex sentence

1 main clause and 1 subordinate clause linked with a subordinating conjunction.

- Year 3 / 4: adverbial complex sentences using 'because', 'when', 'as', 'before' etc.

When I went to the shop, I looked at the toys.

I ate a sandwich, because I was hungry.

- Year 5 / 6: relative clauses, or non finite clauses, e.g. with a 'who' / 'which' or '-ing' verb

The toy, which was had once been the latest gadget on the shelves, now lay abandoned under the child's bed.

Smiling happily, she walked home.

Progression in writing: punctuation and sentence structure

How can you support this at home?

- Encourage children to speak in full sentences;
- Encourage children to be attentive to punctuation when reading aloud, e.g. showing speech through the use of different voices, showing an ! through reading the sentence in a louder/ stronger voice, pausing for .

Progression in writing: vocabulary

- Synonyms for key adjectives, e.g. big – large, enormous, colossal, towering, monolithic
- Synonyms for key verbs, e.g. looked – glanced, glared, stared, spied, gazed, spotted
- ‘Show not tell’, e.g. he was sad – his eyes welled up, a tear ran down his cheek, his shoulders slumped, his head hung limply forward
- Referring to things in different ways to avoid repetition, e.g. the girl – the pale, disappointed girl, the figure, the defeated young woman, our heroine.

Progression in writing: vocabulary

How can you support this at home?

- Encourage children to read and listen to a range of genres of writing, e.g. poetry, higher level texts being read aloud, newspapers, etc.
- Draw attention to exciting word choices in texts
- Encourage the use of synonyms for key adjectives and verbs through modelling this orally, or playing word games.

Reading

Aims:

- To encourage a love of reading,
- For children to 'read like a writer' and 'write like a reader'.

Guided Reading

		9.05 – 10.10	10.10-10.25	10.25-11.35	11.35-11.50	11.50 – 12.50		1.45 -3:30	
MONDAY	Message	Grammar / Extended Writing		Numeracy		Guided Reading	Spelling	Dance	TOPIC
TUESDAY	Handwriting	Literacy		Numeracy		PE		ICT	MFL
WEDNESDAY	Handwriting	Literacy		Numeracy		P4C	Massage	GR	Science
THURSDAY	Handwriting	Literacy		Numeracy		Guided Reading	Mental Maths	PSHE	Music
FRIDAY	Handwriting	Literacy		Numeracy		Guided Reading	Spelling	Assembly	

Guided Reading

Children work in small groups with a teacher to read (decode) and analyse a wide range of high quality texts.

The textual analysis might focus on:

AF2 – retrieval ('magic reading finger')

AF3 – inference/ deduction ('detective')

AF4 – structure

AF5 – language

AF6 – purpose and viewpoint

AF7 –social, cultural and historical context

Guided Reading

How can you support this at home?

- Encourage a love of reading – use libraries, audio books, book shops (Daunt Books, Tales on Moon Lane), use iPads and the internet (e.g. Newsround website, National Geographic Kids, First News, Phoenix comics)
- Encourage children to read... anything(!) and ideally a range of genres and authors
- Read higher level texts aloud to children
- Enthuse (or get someone else to enthuse!) about particular authors and genres
- Use audio books.

Guided Reading

How can you support this at home?

Great websites:

- Kate Greenaway Medal and Carnegie Medal
<http://www.carnegiegreenaway.org.uk/home/index.php>
- CBCA – Children’s Book Council of Australia
http://cbca.org.au/Shortlist_2011.htm has some good recommendations under short lists and winners.
- Oxford Owl
- A Mighty Girl

Guided Reading

How can you support this at home?

Great websites:

- **Book Trust** – amazing site, book lists under categories, e.g. authors from different cultures, graphic novels, books about themes, e.g. love, environment, books featuring characters with disabilities, books for children with autism etc.

<http://www.booktrust.org.uk/books-and-reading/children/booklists/>

- ‘Books We Like’ <http://www.booktrust.org.uk/books-and-reading/children/books-we-like/>

- ‘Best Book Guide’ <http://www.booktrust.org.uk/books-and-reading/children/best-book-guide/>

Spelling

Aims:

- To encourage children to become life-long learners by teaching them strategies to learn spellings.

Spelling strategies: phonics

Phonics = letter - sound correspondences

- Knowledge of alphabetic code
- Skills of segmenting for spelling
- Decodable words (phonetically regular)
- Tricky words (not decodable)

High frequency words = most frequently used words in English language.

Mostly **phonetically plausible** – **green words**

Tricky (red) words = High frequency words which **are not** phonetically plausible



Stretch



Count phonemes



Write



Sound buttons



Read and check

play

- Beyond phonics
- dealing with multiplicity of rules and irregularities of the English language.

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	y	i-e	o-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Spelling strategies: visual

Visual memory

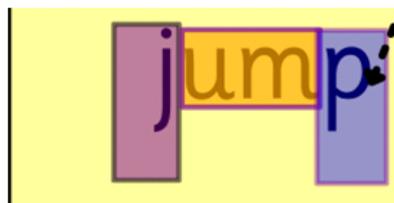
1. Circle the right one.

- 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.



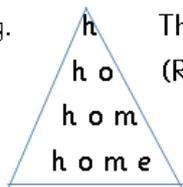
3. Naughty letters.

- Spot the 'naughty' letter in a word (the letter that is unexpected or which you often miss out of get wrong) and write the word with the 'naughty' letter bigger than the rest. You can even draw a picture for that letter, e.g. draw a face around the 'o' in people, draw a fruit for the 'i' in juicy.
- Look at the spellings written this way, then cover them, try to write the word and then look back and check.

4. Pyramid words.

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

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



Spelling strategies: auditory

Sound memory

1. Say it as it sounds.

- Mispronounce a tricky word. Read the word exactly as it looks, e.g. business = 'bus - i - ness'
- Then look at how it is actually spelt to identify the unusual spelling or letter.

2. Say the letters aloud to a rhythm

- For example, M-I-S-S-I-S-S-I-P-P-I
- You can sing, rap or clap the letters to a rhythm to help memorise it.
- Saying the word / rap silently, whispering it, saying it aloud (and shouting it) can also help to memorise it.

3. Mnemonics

- Choose a tricky word with an unusual spelling, e.g. ough. Make up a word for each letter, e.g. **O**h **U** Grass **H**opper. This can be useful for some tricky words, but cannot be used all the time.

4. Tape players

- Children record themselves saying the word or spelling the word. They listen back to the word and try to write it, they then listen again and check.

Spelling strategies: kinaesthetic

Action memory

1. Tracing

- Get children to write the word very large and trace over it with their finger.
- Using your finger as an imaginary pen write the word on the child's back and get them to say the letters aloud and then say the whole word. Now try to write the word spelt correctly.

2. Repeat copying

- Write the word three times in different sizes – small, medium and large.
- Look at the spellings written this way, then cover them, try to write the word and then look back and check.

Look, Cover, Write, CHECK!

Spelling Home Learning

Year Spelling Home Learning

Learning Objective for this spelling unit: to practise our spelling strategies

Duration of unit: 2 week

Date of test: 24. 9. 2014

(All words)

- Children must learn a MINIMUM OF 5 WORDS per week. If they can learn more than 5, then they should. They should be aiming to learn all the words on this list by the end of the unit.
- They need to PRACTICE EACH DAY at home using a spelling strategy which they feel works for them.
- There should be evidence of practice in their book.
- Please SIGN this table each week to confirm that you have supported your child's home learning.

Spelling words

1. certain
2. enough
3. library
4. minute
5. February
6. question
7. special
8. probably
9. straight
10. therefore

Words from the last test to re-learn:

Please sign to say that you have supported your child with their learning.

Signed by parent / carer:

Date:

Adapted format in response to feedback from the parent/ carer questionnaire last year.
Aim: greater clarity.

Extension: How many compound words can you make with the following selection of base words?

Base words										
in	to	house	wards	hold	grand	side	bed	post	shine	man
out	good	back	night	land	lord	where	tea	son	moon	some
box	school	dust	yard	work	child	stead	light	time	star	ground
farm	home	any	bath	room	one	play	no	pot	burst	thing

Spelling Home Learning

Original → It was the original
 original original
 original original
 original original
 original original
 original original

Original

original

o-r-i-g-i-n-a-l

predict - I predicted rain.
 predict - I predicted rain.
 predict - I predicted rain.
 predict predict
 predict predict
 predict predict
 predict predict
 predict predict

predict

predict

predict

Pr
 Pre
 pred
 predi
 prediC
 Predict

ty letters

ginal origin L

dict predict

iliar Familiar

undry boundary

= naughty letter

= how to remember

she has original hair

ball crystal to predict the future

only 'i'

a boundary between both halves of the letter. (e)

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Questions.

Please place your feedback form at the front.

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