



Christ Church Junior School

Presentation Evening.

Information on English

English lesson structure.

Week 1

- 1) Present the model text
- 2) Talk for writing (becoming familiar with the text.
- 3) Skills based lesson]
- 4) Skills based lesson
- 5) 5 Skills based lesson

Week 2

- 1) Return to the model text
- 2) Skills based lesson
- 3) Plan
- 4) Big write
- 5) Edit

What is Big Writing?

Success Ladder	Before Editing	After Editing
I can use full stops and capital letters correctly.		
I can use cohesive devices across paragraphs and sentences. E.g. today, that afternoon, yesterday, meanwhile, therefore. <u>Advanced cohesive devices</u> : meanwhile, therefore, fortunately, unfortunately, the last time, afterwards.		
I can use some subordinate conjunctions. (when/if/that/because/after/although/before/even though/ whilst)		
I can use dialogue with different verbs other than 'said'.		
My Star Target:		

Editing

Pupils should be taught to

- 1) Evaluate and edit by: assessing the effectiveness of their own and others writing and suggesting improvements. (y3/4)
- 2) Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including accurate use of pronouns in sentences.

Pupils should be taught to

- 1) evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ensuring the consistent and correct use of tense throughout a piece of writing (yr 5/6)
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register (yr 5/6)
- 2) proof-read for spelling and punctuation error

Moving towards independence



op Mr Smith was eatting his
sp Super. Sudenly he herd
p something. Feeling worried
he glanced up.
"What was that," he
called to his wife.
sp She was snoring in the
p other room. Not wanting
to wake her he went
back to his sandwich.
Outside the frogs
sp starred in.

The teacher highlights lines where there is a mistake

sp³ pr² Mr Smith was eatting his
Super. Sudenly he herd
something. Feeling worried
he glanced up.
"What was that," he
called to his wife.
She was snoring in the
other room. Not wanting
to wake her he went
back to his sandwich.
sp² pr¹ Outside the frogs
starred in.

The teacher highlights how many mistakes in a paragraph

Mr Smith was eatting his
super. Sudenly he herd
something. Feeling worried
he glanced up.
"What was that," he
called to his wife.
She was snoring in the
other room. Not wanting
to wake her he went
back to his sandwich.
Outside the frogs
starred in.

The teacher asks the children to check for spelling in their whole piece

How can I help my child?

Grammar Skill	Example	Even better if
I can begin to use cohesive devices across paragraphs and sentences (pronouns and adverbials) e.g. today, that afternoon, yesterday, meanwhile, therefore	Pronouns <i>Mark put on his coat and then he left his house.</i> Adverbials <i>First thing in the morning, I</i> <i>Later that day, my mum.....</i>	More advanced cohesive devices eg <i>For this reason</i> <i>Meanwhile</i> <i>Therefore</i> <i>Fortunately/Unfortunately</i> <i>The last time</i> <i>Afterwards</i>
I can use dialogue with different verbs other than 'said'	"Help me" <i><u>screamed/whispered/murmured/mumbled/shouted/ordered/instructed/announced/yelled/pleaded</u> the boy.</i>	Add an adverb/adverbial <i>"Sit down" ordered the teacher angrily/anxiously/calmly/cautiously/enthusiastically/gently/kindly/politely/repeatedly.</i>
I can use some expanded noun phrases with pre and post modifiers to describe and specify	<i>blue shirt with short sleeves</i> <i>tall tree by the river</i> <i>angry man from London</i> <i>interesting book on the table.</i>	Add a qualifier <i>Lots of/A couple of/countless/numerous/a large number of/a few/hardly any interesting books on the table.</i>
I can begin to use the perfect form (to talk about recent events/experiences)	"Where have you been ?" asked Mum, "I have been trying to phone you" "I've never eaten pasta before but I have drunk coconut juice" John had visited Paris once before and he had climbed the Eifel Tower.	
I can use a variety of co-ordinating conjunctions (or / and / but / so / yet)	I ate the apple and then drank water. I did my homework but forgot it The spider spun a web so he could catch a fly.	Put two conjunctions in one sentence. I put on my coat and ran to school but I was still late. Joe ate an apple but didn't drink water so he was still thirsty.
I can use some subordinate conjunctions eg (when/if/that/because/after/although/ before/even though/ whilst)	<i>When John got home, he ate dinner.</i> <i>Although she was tired, she still went swimming.</i> <i>Before I finish my holidays, I will visit you.</i> <i>Mark ate his dinner whilst playing on the <u>l</u>pad.</i>	
I can use adverbs of place, manner and time within and to start sentences	John ran quickly to school. Quickly , John got dressed. I went to school yesterday Yesterday , I went to school.	Use 2 adverbs in a sentence or an adverbial phrase Quickly yet quietly , John walked into the room. In the morning , I went to school.

Assessment of writing



Star target

Success Ladder

I can use full stops and capital letters correctly.

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Advanced cohesive devices: meanwhile, therefore, fortunately, unfortunately, the last time, afterwards.

I can use some subordinate conjunctions.
 (when/if/that/because/after/although/before/even though/ whilst)

I can use dialogue with different verbs other than 'said'.

My Star Target:

Year 3 assessment – Working at the expected standard

Name:								Collection
I can write for a range of purposes and genres including a short story:								
<ul style="list-style-type: none"> Demarcating all sentences with 	Capital letters							
	Full stops, or exclamation marks, or							
	question marks, or							
<ul style="list-style-type: none"> And with some use of 	Inverted commas for direct speech							
	Commas for lists							
	Commas after adverbial clauses							
	Colons to introduce a list							
	Apostrophe to show singular possession							
<ul style="list-style-type: none"> Beginning to use paragraphs to group material and/or headings/sub headings For fiction pieces: writing a narrative with a setting, characters and plot, including some dialogue For non-fiction: headings/sub headings (if appropriate) and an introduction and conclusion sentence 								
<ul style="list-style-type: none"> Beginning to use cohesive devices across paragraphs and sentences (pronouns and adverbials) e.g. today, that afternoon, yesterday, meanwhile, therefore Using some expanded noun phrases with pre and post modifiers to describe and specify 								
<ul style="list-style-type: none"> Using present and past tense correctly and consistently, including irregular verbs Beginning to use the perfect form e.g. I have been to London. Using co-ordination (for/and/nor/but/or/yet/so) 								
<ul style="list-style-type: none"> Using some sub ordination (when/if/that/because/ after/although/before/even though/whereas/whilst) Begin to use adverbial phrases to give more detail about where, when and how. e.g I walked past the school. I walked first thing in the morning. Using adverbs within and to start sentences. 								
<ul style="list-style-type: none"> Use sentence of three for description Eg: The giant was huge, utterly terrifying and covered in green spots Use a variety of verbs for said in dialogue to show different degrees of meaning 								

Spelling

Weekly spelling test

Week 4 (Revision Year 4) Prefix re-	Week 5 Suffix -ate	Week 6 Suffix -ise
recycle reconsider rearrange reappoint reassemble reallocate redeem readdress reappoint release	collate hibernate discriminate graduate precipitate allocate relegate irritate isolate vibrate	criticise legalise apologise sympathise advertise personalise <u>dramatise</u> mobilise recognise customise
Week 7 Suffix -ify	Week 8 Word List	Week 9 Soft c
simplify classify horrify purify beautify magnify disqualify identify terrify dignify	accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached	convenience hindrance existence excellent pronunciation prejudice nuisance sufficient sincerely sacrifice

Spelling homework sheet

Name: _____

Look, Cover, Write, Check

Word List 1

Practice each of your spellings during the weekend and complete this chart. You will have a robot on Monday morning.



Friday

Look, Cover	Write	Check	Write	Check	Write	Check	Write	Check
slowly								
quickly								
kindly								
loudly								
softly								
honestly								
usually								
loudly								
sedly								
finally								

Saturday

Look, Cover	Write	Check	Write	Check	Write	Check	Write	Check
slowly								
quickly								
kindly								
loudly								
softly								
honestly								
usually								
loudly								
sedly								
finally								

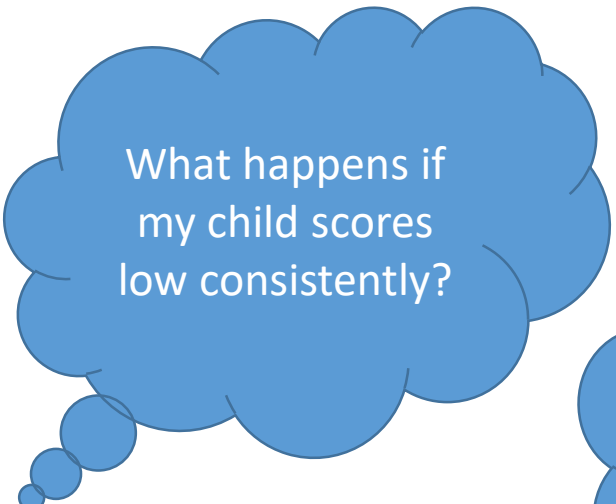
Sunday

Look, Cover	Write	Check	Write	Check	Write	Check	Write	Check
slowly								
quickly								
kindly								
loudly								
softly								
honestly								
usually								
loudly								
sedly								
finally								

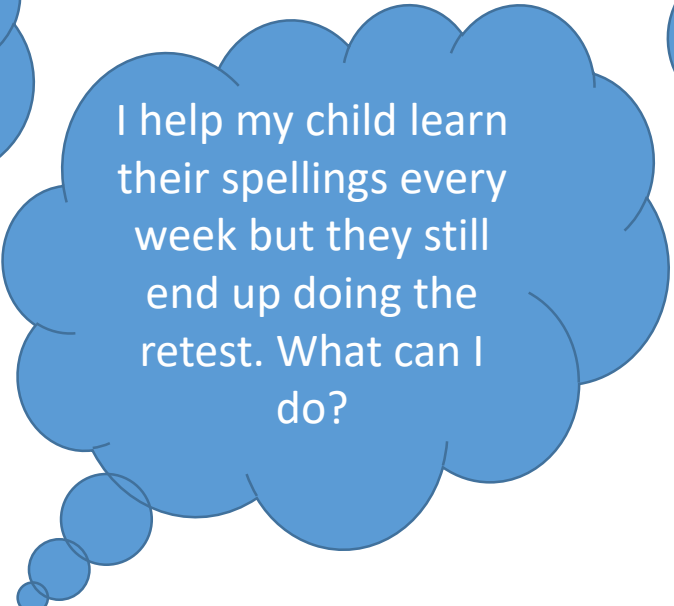
Sign: _____ Parent/ Guardian

How is spelling assessed?

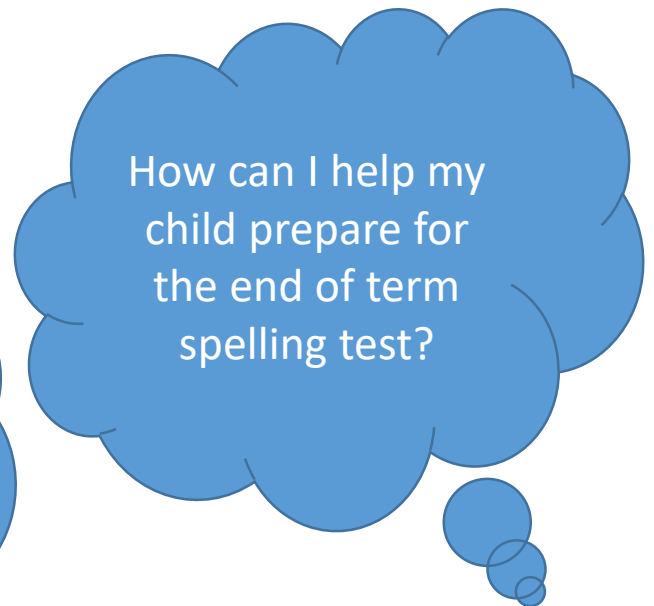
- At the beginning of the term a test is generated. The test consists of 20 words which your children will learn during the coming term.
- During the term the teachers teach the spelling rules and 'red' words.
- At the end of the term a new test is generated from the spelling lists. As the children have learnt the spelling rules, an increase in their score should be seen.



What happens if my child scores low consistently?



I help my child learn their spellings every week but they still end up doing the retest. What can I do?



How can I help my child prepare for the end of term spelling test?

Reading

- Reading is assessed in three ways.

- 1) Guided Reading sessions.

- 2) Reading comprehension tests termly.

- 3) Reading age.

The importance of home reading.

1. Children who read often and widely get better at it.

After all, practise makes perfect in almost everything humans do, and reading is no different.

2. Reading exercises our brain.

Reading is a much more complex task for the human brain rather than watching TV, for example. Reading strengthens brain connections and builds NEW connections.

3. Reading improves concentration.

Children have to sit still and quietly so that they can focus on the story when they are reading. If they read often, they will develop the skill to do this for longer.

4. Reading teaches children about the world around them.

Through reading a variety of books, children learn about people, places, and events outside of their own experience.

5. Reading improves vocabulary and language skills.

Children learn new words as they read. Subconsciously, they absorb information on how to structure sentences and how to use words and other language features effectively in their writing and speaking.

6. Reading develops a child's imagination.

As we read our brains translate the descriptions we read of people, places and things into pictures. While we are engaged in a story we are also imagining how a character is feeling. Young children then bring this knowledge into their everyday play

7. Reading helps children to develop empathy.

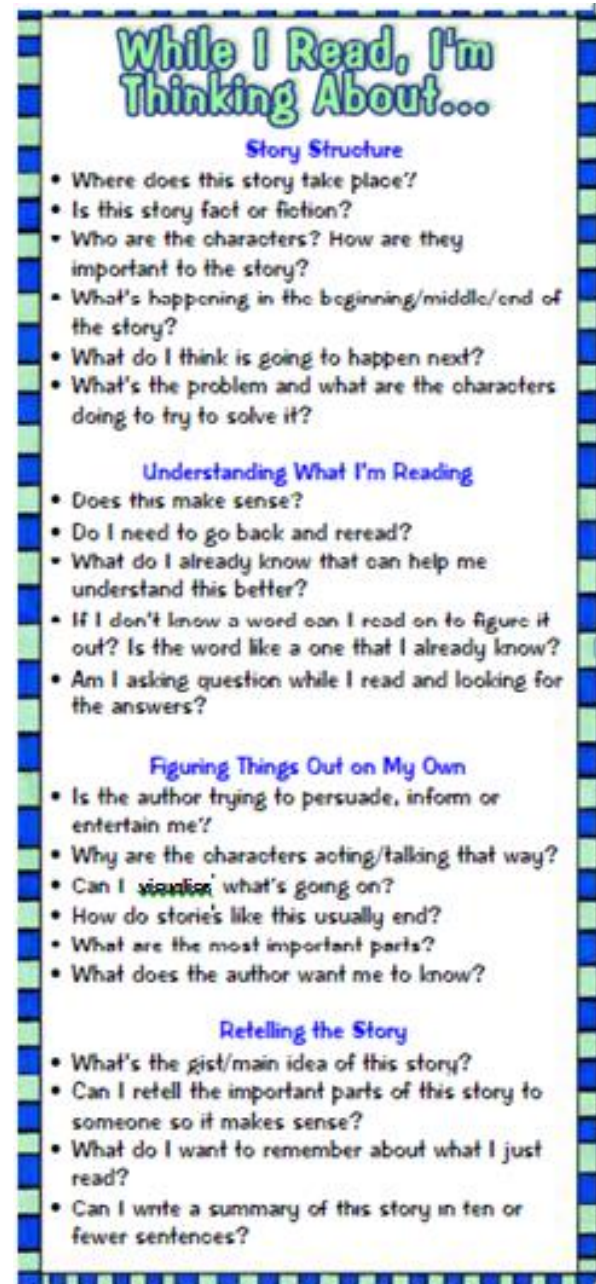
As children develop they begin to imagine how they would feel in that situation.

8. Reading is fun.

A book or an e-reader doesn't take up much space and is light to carry; you can take it anywhere so you will never be bored if you have a book in your bag.

How can I help my child develop as a reader?

- Read regularly
- Question your child
- Read a range of text types
- Read to your child



While I Read, I'm Thinking About...

Story Structure

- Where does this story take place?
- Is this story fact or fiction?
- Who are the characters? How are they important to the story?
- What's happening in the beginning/middle/end of the story?
- What do I think is going to happen next?
- What's the problem and what are the characters doing to try to solve it?

Understanding What I'm Reading

- Does this make sense?
- Do I need to go back and reread?
- What do I already know that can help me understand this better?
- If I don't know a word can I read on to figure it out? Is the word like a one that I already know?
- Am I asking question while I read and looking for the answers?

Figuring Things Out on My Own

- Is the author trying to persuade, inform or entertain me?
- Why are the characters acting/talking that way?
- Can I ~~visualize~~ visualize what's going on?
- How do stories like this usually end?
- What are the most important parts?
- What does the author want me to know?

Retelling the Story

- What's the gist/main idea of this story?
- Can I retell the important parts of this story to someone so it makes sense?
- What do I want to remember about what I just read?
- Can I write a summary of this story in ten or fewer sentences?