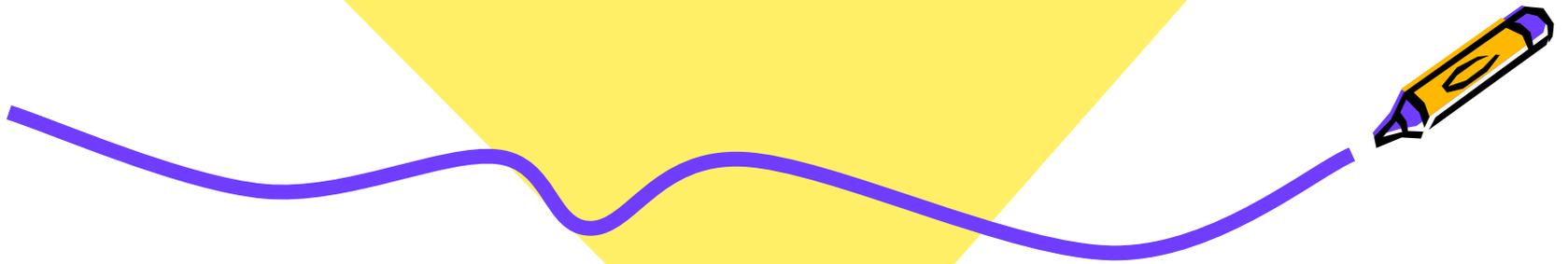


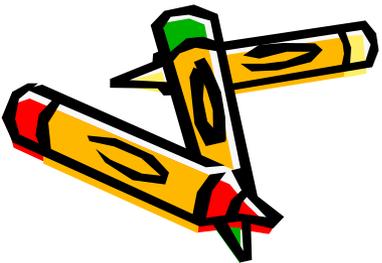
Welcome to the English Workshop



Melbourne Infant School

Aims and Objectives

- To provide an overview of how English is taught in the school: briefly covering Reading and Phonics, with the main focus being Writing.
- To give an idea of what is expected of children in Writing in the Foundation Stage, Year one and Year two.
- To outline how parents can help their child/children at home.
 - To provide an opportunity for parents to ask questions about English.



Reading

It is important that parents and teachers are **good role models**. When reading with children, we need to make sure that we are modelling the reading skills we are expecting the children to use to help themselves read and reminding them to use these reading skills:



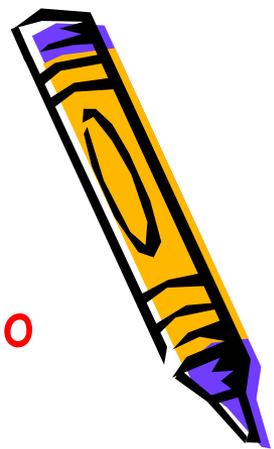
- Pointing to words to **track the text**.
- **Sounding out** phonetically plausible words.
- Using the **pictures as cues** to help decode unknown words.
- Reading the **other words in the sentence** to help try to 'work out' what an unknown word may be.
- Using **expression** in our reading for speech, words written in bold/capitals, etc.



- **Pausing** in the correct places. Eg. At the end of a paragraph or sentence, when there is an ellipsis (...), etc.



Reading

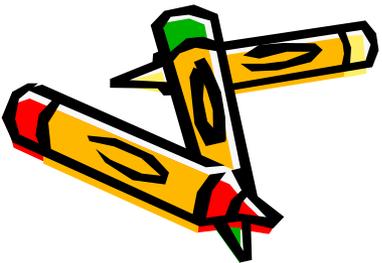


It is important to remember that **children learn to read at different rates and in a variety of ways.**

Use lots of **positive praise** to celebrate their achievements at each stage.

It is important that children take ownership of a book, e.g. hold it, make sure it faces the right way, turn the pages, use a contents page, etc.

Children work through the **levelled reading bands**. These are progressive, allowing them to apply their growing phonics knowledge and sight vocabulary to texts at an appropriate level.

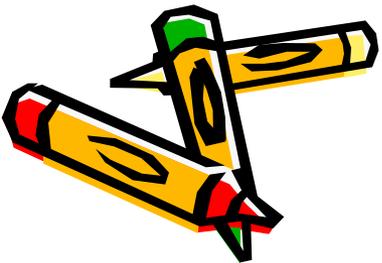


Reading at School

Teachers hear children read independently at least once a week. Children will read their reading book to a member of staff, who will support them with strategies to improve their reading and question them about the text. They will also assess the child's progress and make a decision on when children are ready to move on to a new reading stage.

Children are also given opportunities to participate in shared reading times, where all children in the class read a piece of text together (in a Big Book or electronically displayed on an Interactive Whiteboard). Reading strategies will be shared and features of different genres will be discussed.

Children also participate in guided reading sessions, where a group of children discuss a book, piece of text or a selection of words, identifying cues to help them continue to read independently.

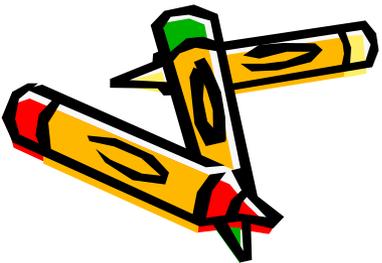


Comprehension

It is important that children **engage and take meaning from a text.**

Every child must have an understanding of the text they are reading and be able to answer questions about it.

Children should be encouraged to **re-read** the text, and **find and select specific information** within the text.



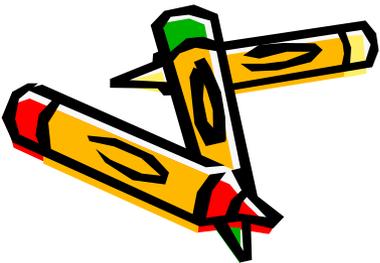
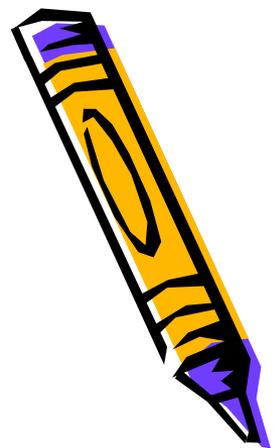
Comprehension at School

Children are taught the skills of comprehension as part of their English lessons.

In all year groups, teachers are continually asking questions about texts during shared, guided and independent reading times.

Children are encouraged to re-read a text in order to locate specific information.

In all year groups, children are given unfamiliar texts to read and are encouraged to answer a range of questions. As children develop as readers, they will be asked to record their responses in a written form on some occasions.



Phonics

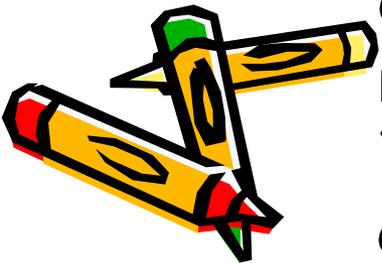
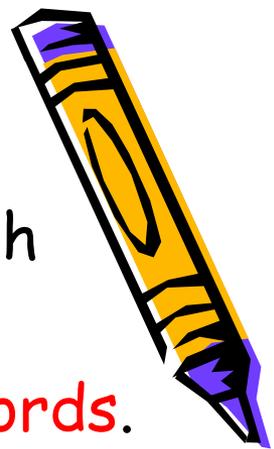
All children take part in daily phonics lessons which follow the 'Letters and Sounds' programme.

Phonics lessons teach children to **read and spell words**. The scheme is progressive, split into six phases.

Children are grouped according to their ability and progress through the stages as and when they are ready.

Children are taught to recognise phonemes (speech sounds). A written form of a phoneme is called a grapheme. A grapheme made up of two letters is called a digraph (eg. sh) and a grapheme made up of three letters is called a trigraph (eg. igh).

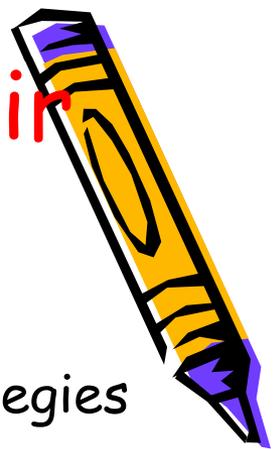
Children learn how to blend phonemes (for reading) and segment phonemes (for spelling). They do this by playing a variety of phonics games and completing word/sound tasks.



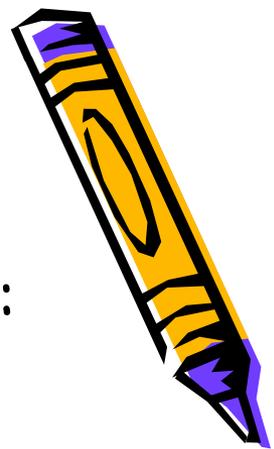
How can I help my child with their reading and phonics?

- Practise reading your child's **reading book** with them regularly, modelling and encouraging the reading strategies discussed.
- Ask your child **questions about the text**- What has happened in the story? Who was the main character? What was the setting of the story? Can you find the word _____?
- Practise any reading and phonics-related **termly targets** sent home.
- Practise reading the **high frequency words, common words** and **sounds** your child is learning (all can be found in the yellow diary).

- Encourage your child to **sound out words independently** containing the phonemes they are currently working on. Help them if they are struggling to decode a word, by repeating the sounds and pointing to them in the word.



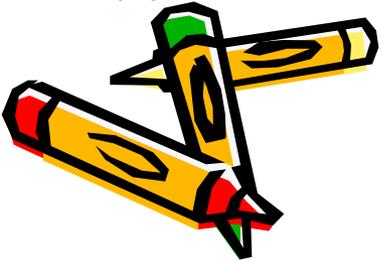
Writing at School



There are many approaches to writing within school:

Emergent Writing

During the early stages of writing development children are given opportunities to develop writing and mark making skills in a variety of independent situations- e.g. During role-play, mark making with a variety of media. These child-initiated tasks develop children's understanding that writing has a purpose as well as developing their fine motor skills. The encouragement of emergent writing is essential and as a consequence leads to confident writers - Praise all efforts.



Children also take part in gross motor activities such as 'Dough disco'- to strengthen their muscles ready for writing.

Writing at School

Shared Writing

During English lessons, teachers will model writing for the whole class, ensuring that the following skills are taught:

- Segmenting (sounding out) to build words.
- Correct sentence structure and punctuation.
- Correctly spelling high frequency words and common exceptions words, that children are encouraged to know off by heart.
- Using a broad and varied vocabulary, incorporating features such as adjectives and conjunctions into sentences.
- Using characteristics of specific genres (eg. Instructions, story, poetry, etc).

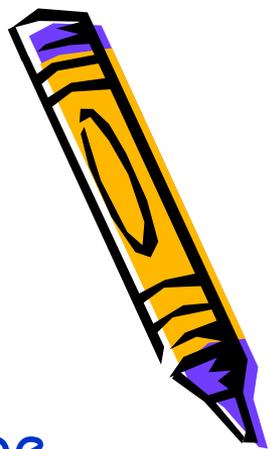


Writing at School

Shared Writing

During shared writing sessions, children will be encouraged to join in with the teacher's modelled writing by suggesting ideas and helping to sound out words or spell high frequency words.

During some shared writing sessions, children will also have the opportunity to have a go at some writing with a partner or independently to practise the skills being taught. This often takes place on individual whiteboards.

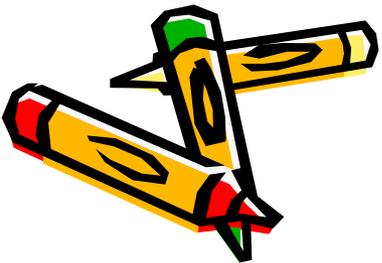
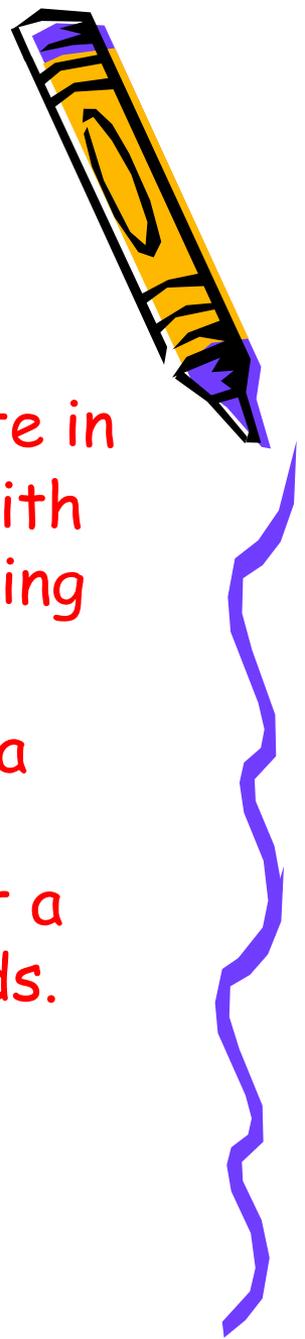


Writing at School

Guided Writing

All children have the opportunity to participate in at least one focussed guided writing session with a teacher or teaching assistant each week during English lessons.

This provides a chance for teachers to model a specific writing style or writing skill, and give additional guidance to the group of children at a level specifically tailored to their writing needs.



Writing at School



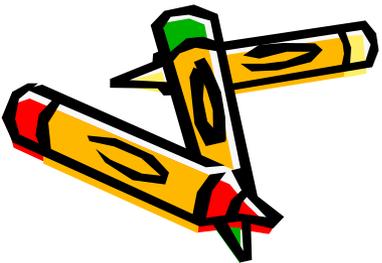
Independent Writing

Teachers ensure opportunities for pupils to undertake a variety of writing tasks without adult support. This encourages pupils to learn habits of independent working as well as developing confidence and creativity.

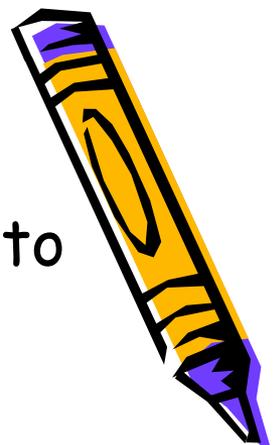
Independent writing activities are also available in all classrooms, daily, through 'Learning Choice' activities.

Children also complete a piece of independent writing for 'Puff the Dragon' in their Puff books each week.

In Key Stage one children also complete a 'Big Write' piece of independent writing every 1-2 weeks. This is a piece of extended writing used to consolidate the skills and knowledge taught during a series of English lessons or in conjunction with topic work.



Handwriting at School



Children have daily timetabled handwriting lessons to teach and encourage:

Foundation Stage

- Good control and co-ordination when mark making.
- Formation of recognisable letters and numbers.
- Correct formation of capital letters.
- How to form lower case letters correctly using cursive 'slide up' script, starting and finishing in the correct place.



Year 1

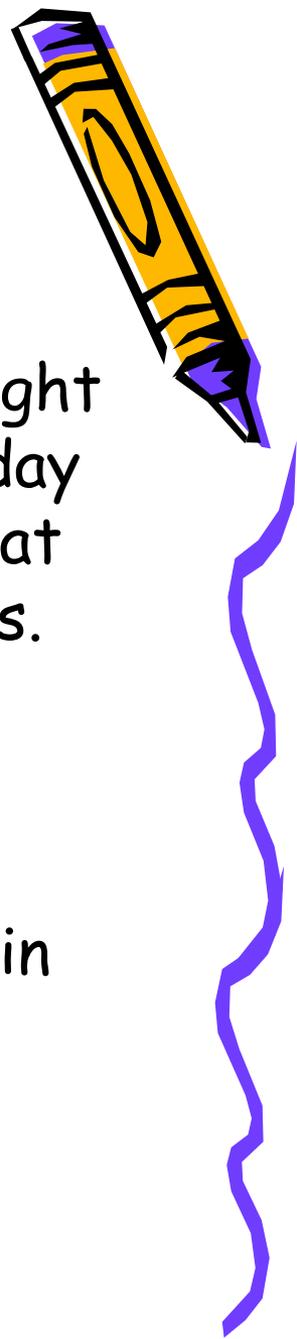
- Consolidation of how to form lower case letters correctly using cursive 'slide up' script, starting and finishing in the correct place.
- How to sit letters on the line.
- Where to correctly place ascenders and descenders.
- To form basic joins.
- To use capital and lower case letters in the correct places.

Year 2

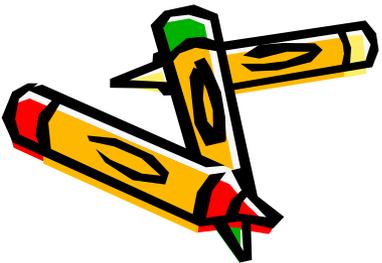
- Reinforcement and consolidation of correct joins.
- Development of a fluent, joined handwriting style.
- Writing capital letters of the correct size in relation to lower case letters and consistently using them in the correct places.
- Using spacing within and between words that reflects the size of the letters.



Handwriting at School



- Across the school, children will have a set of letters/numbers/joins **each week** that are taught at the beginning of the week, practised each day using a range of media, and then consolidated at the end of the week in their handwriting books.
- Children are encouraged to use correct handwriting formation and style in **all of their writing**, not just during handwriting sessions.
- **All staff** model the correct handwriting style in all of their writing.



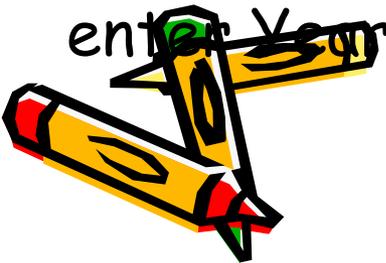
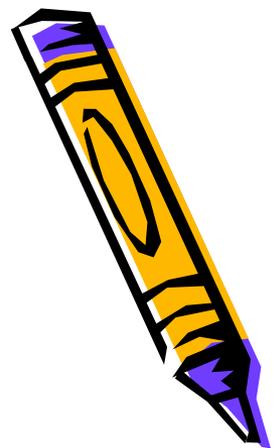
Spelling

Children are encouraged to 'have a go' at spelling words by segmenting them into phonemes (sounds) using the graphemes they have learnt so far.

In the early stages of writing, as long as words are **phonetically plausible**, spelling is not corrected but instead correct segmentation is praised.

As children progress through the phonics stages in Key Stage one, they are taught **alternative spelling choices** for sounds (eg. oi/oy; igh/ie/i_e).

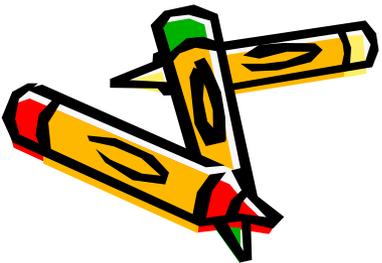
Children are expected to begin to make the **correct choice of spelling** of graphemes in words as they end Year one and enter Year two.



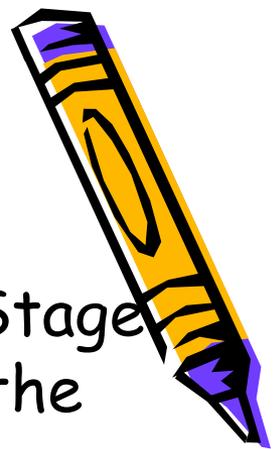
Spelling



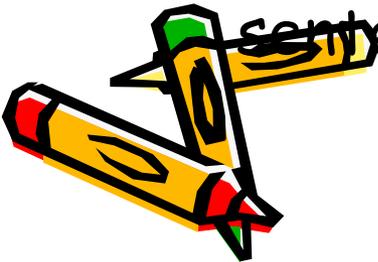
- Throughout school, there are words that children are encouraged to **learn to spell correctly off by heart**- these are **common exception words or tricky words**, and are words that cannot be easily sounded out (e.g. the, to, he, come, little, could).
- In Key Stage one, children are encouraged to spell words with a number of different **suffixes and prefixes**.
(Eg. -ing, -ed, -s, -es, -er, -est, un-)
- Children need to understand in what situations these are used (eg. '-ed' is added to a word to put it in its past tense form).
 - In Year two, children also need to know **exceptions to the simple rules**, and when to use these
(eg. when writing in past tense, cry= cried not cryed; run= ran not runned, etc).



Spelling



- **SPAG (Spelling, Punctuation and Grammar)** is taught as a discreet lesson each week in Key Stage one, and then children are encouraged to use the skills learnt in their independent writing.
- Children also have a **spelling activity** each morning in which they practise learning to spell words appropriate to their ability level. This may include learning to spell their name; common exception/tricky words; using a suffix or prefix correctly.
- In Year 2 the focus of this session may instead be on **correct use of punctuation or grammar** in sentences to consolidate these skills also.



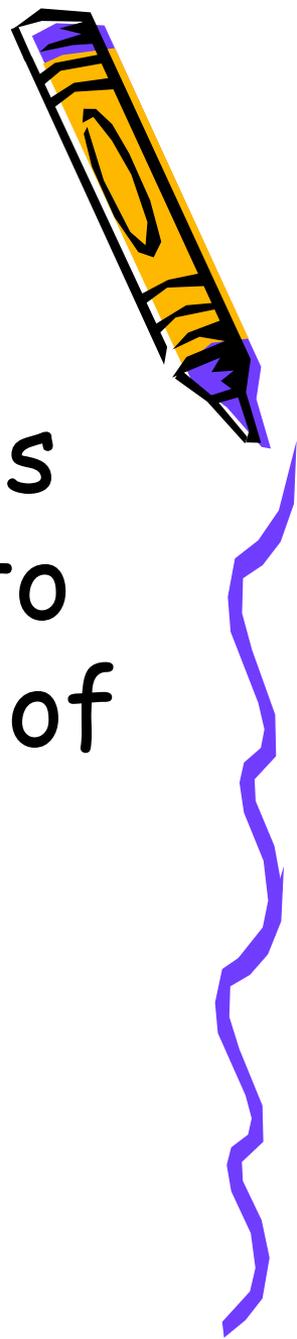
How can I help my child with their writing?



- During early stages, encourage activities which improve **fine and gross motor skills**- necessary for children to be able to write successfully.
- Complete the **weekly phonics activity** with your child, which focusses specifically on what has been taught during phonics that week. Encourage your child to 'sound out' the words.
- The **spelling activity** focus will be specified on weekly activities from next week for Key Stage one. Practise learning to spell these words with your child at home.
- Practise any **writing termly targets** with your child to help them to meet their target by the end of the term.
- Practise and encourage **correct letter formation** with your child, using the cursive script, and joining letters when your child is taught to do so in key Stage one.
- During all stages of writing, **praise and encourage** your child's efforts.



Help your child to **form sentences** correctly, using the correct punctuation and capital letters and finger spaces.



Thank you for attending this workshop. Please feel free to ask any questions at the end of the session.

