



# Meeting for Parents English

October 2017





# Aims and Objectives

- To provide an overview of how English is taught at school.
- To outline how parents can help their child/children at home.
- To provide an opportunity for parents to ask questions about English.



# Reading

- *read independently*
- *guided reading*
- *shared reading*

*Learning Choice activities.*

*Story time*

*ERIC*

*Phonics*

*SODA*



# Reading

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

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



# Reading Comprehension

- *engage and take meaning from an unfamiliar text.*
- *encouraged to re-read the text, and find and select specific information within the text.*
- *answer a range of questions and record their responses in a written form.*



# Phonics

- 'Letters and Sounds' to read and spell words.
- progressive, split into six phases.
- recognise phonemes (speech sounds), graphemes (written).  
digraph (eg. sh), trigraph (eg. igh).
- blend phonemes (for reading) and segment phonemes (for spelling).  
play a variety of phonics games  
Phonic play website.



# How can I help?

- Provide positive praise to celebrate their achievements.
- Be a good role model.
- Take ownership of a book, e.g. hold it, make sure it faces the right way, turn the pages.
- Practice reading your child's reading book 3 times a week at least.
- Point to words to track the text, use expression, pause in the correct places. If stuck, use the pictures or read around the words in the sentence.
- 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 \_\_\_?
- Practice reading the words in the yellow diary.



# Writing at School

Emergent Writing

Independent Writing

Guided Writing

Shared Writing

Daily handwriting sessions

Big Write - cold write/ hot write

Puff Learning Choice' activities.

'Dough disco'- to strengthen their muscles ready for writing.



# Writing at School

- 'have a go'
- phonetically plausible
- alternative spelling choices for sounds (eg. oi/oy; igh/ie/i\_e).
- common exception words or ninja words (tricky words), and are words that cannot be easily sounded out (e.g. the, to, he, come, little, could).
- suffixes and prefixes.  
(Eg. -ing, -ed, -s, -es, -er, -est, un-)
- Morning SODA



# How can I help?

- Provide positive praise to celebrate their achievements.
- Be a good role model
- Fine and gross motor skills- necessary for children to be able to write successfully.
- Phonics - through reading book or Phonic play game
- Correct letter formation
- Form sentences correctly - talk, walk, chalk



Thank you!

Please feel  
free to ask  
any  
questions.