

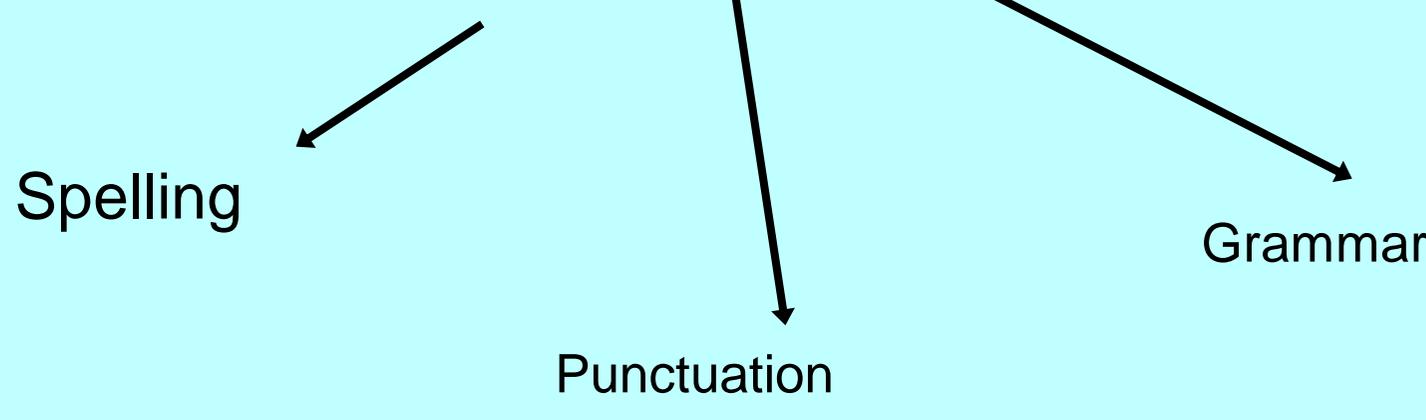
So, what can you do to help in English



We have 5 lessons of English a week. One of these lessons will focus on teaching reading comprehension skills.

We also have three 20 minutes SPAG lessons and five guided reading sessions a week.

SPAG



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graph TD; SPAG --> Spelling; SPAG --> Punctuation; SPAG --> Grammar;
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Spelling

Punctuation

Grammar

Why? There is a big focus in the current curriculum and children will have explicit SPAG tests at the end of Y6.

Tick two boxes to show where the missing **inverted commas** should go.

Roman life was unlike modern life, the archaeologist said.

1 mark

What does the root graph mean in the word family below?

graphics

autograph

photography

paragraph

Tick **one**.

moving pictures

writing or drawing

colourful or bright

in a group

Replace the underlined words in the sentences below with their **expanded forms**.

We're going into town later, so I'll buy some bread then.



We won't be back late.



Writing

The children's attainment in writing is assessed by their class teacher in July.

The children's standard will be determined by their written work throughout the year across the curriculum subjects. Therefore the onus will be on the children to produce their best work throughout the year and not just in a test situation.

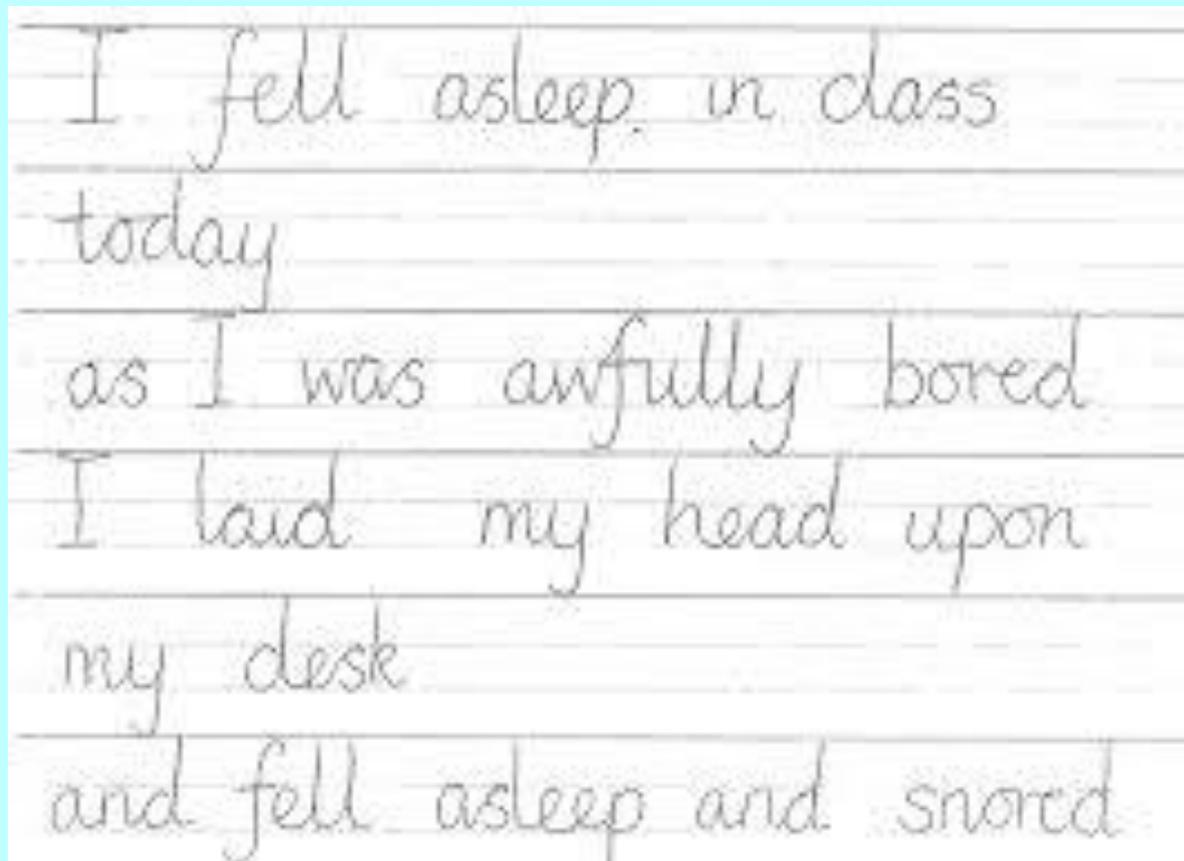
For the last two years, our teacher assessments of writing have been externally moderated and validated as accurate.

We will be using these stickers at various points in their writing process to show progression and to make the children aware of what they can include in order for their writing to be at the expected standard. They will have the opportunity to self assess and peer assess so that they are aware of what we are looking for when we come to mark their work.

My Writing Checklist			
Objective	S	P	T
1. CLFS “ “ ! ? , ; : - () ...			
2. Brackets, dashes or commas for parenthesis			
3. Commas to avoid confusion ; <i>Let's eat, Grandma – Let's eat Grandma</i>			
4. Colon to introduce a list, semi-colon to separate items within a list			
5. Adverbs, preposition phrases and expanded noun phrases			
6. Cohesion within and between paragraphs <i>topic sentences, supporting detail, pronouns, adverbials and conjunctions to link ideas</i>			
7. Range of vocabulary, adverbials, similes and alliteration			
8. Range of sentences			
9. Joined handwriting and correct spelling			
10. Use passive and modal verbs appropriately			

Handwriting

For children to achieve above 'mastery' or 'above expected standard', their handwriting must be on the line, joined appropriately and consistently formed. This is, obviously, alongside other criteria but it is a 'limiting judgement' i.e. if their handwriting isn't assessed as meeting requirements, they cannot be assessed, overall, as being above the expected standard.



Reading

* Y6 children are given a Reading Test in SATs week. It involves a booklet including 3 different texts which the children read and answer questions on. The questions test their understanding of the text through 'content domains' which cover skills such as understanding vocabulary, retrieving facts from the text and inferring information from clues given. They may also be asked to summarise parts of what they have read, comment on the choice and use of language and make links between the different texts. The key to all these is for the children to use the text to answer each question. It sounds obvious but many children will treat it as a memory test or make up their own answers based on what they have understood, rather than retrieving the answers from the actual text.

Ensure that your children see you reading. It doesn't matter if it's the newspaper, a cookery book, romantic novel, detective mystery, short stories, computer manual, magazine - anything!

Encourage children to join in - ask a child to read out a recipe for you as you cook, or the TV listings when you are watching TV

Give books or book tokens as presents, and encourage others to do so

Visit the local library together on a regular basis, and enjoy spending time choosing new books

Go to libraries or bookshops when authors are visiting. Children and teenagers love meeting their favourite writers - Jacqueline Wilson and Anthony Horowitz always have signing queues that are miles long!

Encourage children to carry a book at all times so they can read on journeys or in spare moments – you can do this, too!

Keep reading together.

There are lots of books that both adults and young people can enjoy. Try *The Curious Incident of the Dog in the Night-Time* by Mark Haddon, the *Harry Potter* series, or *The Life of Pi* by Yann Martel. Read books you can all talk about but make the talk light-hearted, not testing or over-questioning

Make sure your home is a reading home - have a family bookshelf and make sure there are shelves in your children's bedrooms as well

Don't panic if your child reads the same book over and over again - be honest, we've probably all done it!

Encourage your children and their friends to swap books with each other. This will encourage them to talk and think about the books they are reading.

The Reading Reward

The expectation for all children at Holy Trinity is to read at home for a minimum of 10 minutes per day. To encourage this activity, we have our Reading Reward system.

At the start of the year, children are provided with some general discussion ideas and questions for when you are reading with your children which you, or your child, can comment on in their diary.

At the end of a week, children who have read 5+ times will receive a small reward (e.g. merits or raffle tickets).

At the end of a half term, those children who have read 5+ times every week will be included in a larger reward such as: a film afternoon with popcorn; an afternoon tea; games on the field; art and craft activities.

In Years 3 and 4 we would still like parents to write in the diary each day when their child has read.

In Years 5 and 6 we would like the children themselves to write about what they have read each day. This is to encourage independence.

Reading Warriors and Ambassadors

The class which has the greatest number of children achieving the Reading Reward at the end of a half term will receive the Reading Warriors trophy!

Each class will also be assigned two Reading Ambassadors from Year 6. These children will support each class in their reading by recommending books and authors, encouraging children to try a wide range of texts and achieve their reading reward, and by being positive reading role models.

The Reading Ambassadors will choose monthly Reading Stars from their class, whose names will appear in the school newsletter.

How else can you help in reading?

Apart from encouraging your child to read regularly, you can also help by:

- * helping your child to scan for specific words in the text - scanning is an important skill in reading comprehension.
- * talking about unfamiliar vocabulary and finding synonyms for different words in the text (online thesauruses are a great resource for this).
- * helping your child to summarise what they have read concisely (in a sentence or two); identifying the main message or point of what they have read.
- * encourage your child to read a wide range of books and text types.

How can you help with your child's writing?

If your child has produced a piece of written homework, help them to check (proofread) for the following things:

- * Spelling of the 200 'common words' (see handout)
- * Basic punctuation - capital letters, full stops, question marks and exclamation marks - most children in Year 4-6 should also be using commas.
- * Check that what they have written makes sense and that they haven't missed out any words or muddled their ideas.
- * Neat, legible handwriting which has appropriate joins.

