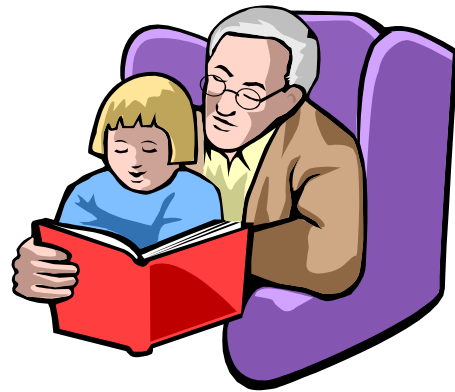


English At Gulworthy Primary School



How to help your child in
Class 3

In Key Stage 2 in Class 3, your child will increasingly meet a wider range of texts and types of writing, and will be encouraged to use their skills in a broader range of contexts. Their knowledge of grammar will also increase as they prepare for the National Curriculum Tests to be taken in the summer term of Year 6.

Year 6 children will take a reading test of about one hour, a grammar and punctuation test of about forty-five minutes, and a spelling test of twenty words. These will be sent away for marking, with the results coming back before the end of the year. Your child's teacher will also make an assessment of whether or not your child has reached the expected standard by the end of the Key Stage in writing.

Ways for you to help your child (ren) at home...



Speaking and Listening:

Encourage expression when they are talking and engage them in talk about topics they like and get them to justify their opinions.

Try to get them to follow multi-step instructions or repeat information you have told them.

Speak clearly in a range of contexts, using Standard English where appropriate.

Monitor the reactions of listeners and react accordingly.

Consider different viewpoints, listening to others and responding with relevant views

Use appropriate language, tone and vocabulary for different purposes.

Play games that involve thinking about the meaning of words, drama or spelling. There are many child friendly versions:

- Children's Scrabble
- Pictionary
- Charades
- Boggle
- 20 Questions
- Eye Spy
- 'Yes/No game'
- 'I went to the shops and I bought' etc.
- Articulate



Reading:

- Get them to share a comic, magazine, blog, eBook, Information books with an adult/older sibling.
- Read a range of modern fiction, classic fiction and books from other cultures and traditions.
- Encourage them to read with expression/voices.
- Look at illustrations (reading the picture) and putting a story to the picture.
- Question them about what they have read:
Opinions - Do you like that word the author has chosen? Why?
What words tell you about the sort of person the character in the story is? Can you find words within the text? Where is the key word _____?
- Read regularly for enjoyment.

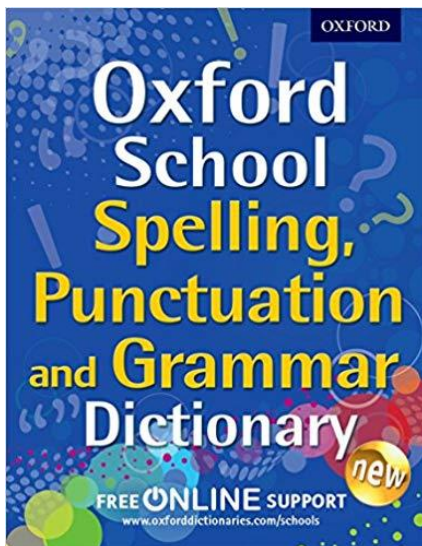


Writing:

- Write with increasing speed, maintaining legibility and style.
- Practise the use of capital letters, question marks and full stops to show sentences and extend to: commas, exclamation marks, inverted, colons and semi-colons.
- Give them a reason for writing - thank-you letters for Birthday and Christmas presents, writing to pen-friends.
- Encourage them to describe things they see in detail making varied word choices.
- During school holidays, encourage your child to keep a diary. This will help to avoid the "summer holiday dip" many children experience after six weeks without writing.

Grammar Help

The grammatical terminology used in schools may not be always be widely familiar. This book can be a useful reference with clear and concise examples. It can be acquired in most good book stores and online.



Here are some useful reminders of some of the terms used:

Noun phrase: a group of words which takes the place of a single noun. Example: The big brown dog with the fluffy ears.

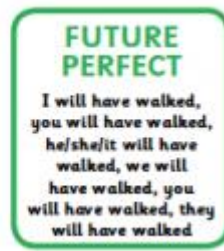
Modal verb: a verb that indicates possibility. These are often used alongside other verbs. Example: will, may, should, can.

Relative clause: a clause which adds extra information or detail. Example: The boy, who was holding the golden ticket, won the prize.

Passive: a form of verb that implies an action being done to, rather than by, the subject. Example: The boy was bitten by the dog.

Perfect form:

The 'perfect' tenses (present perfect, past perfect and future perfect) are usually used to talk about actions that are completed by the present or a particular point in the past or future.



How we teach Speaking and Listening

The aim is for children to communicate their thoughts, ideas and opinions clearly and succinctly, as well as listening to and reflecting on the ideas of others.

We encourage children to turn-take in conversations and adapt their speech to a range of situations and audiences.

The children are encouraged through many curriculum areas to investigate and experiment with movement, speech, space, physical objects and sound. They may be told to mime situations in drama to increase inventiveness and to develop communication skills.

Through group work the children's skills for negotiating and decision-making are developed e.g. role play and debates.

The children are encouraged to offer a personal response to the performances of others, e.g. other pupils, amateur and professional groups.

Speaking and Listening is promoted through school performances, PSHE, discussion, turn taking, role-play activities, acting out of play scripts, improvisation and debating opportunities, presenting projects as well as representing their class at School Council.

How we teach Reading

We aim for the children to be able to read fluently and accurately for pleasure building skills to access, engage with and enjoy a wide range of texts.

We encourage children to read voluntarily for pleasure and to develop the ability to read fluently and with understanding. We also teach the children about different styles of reading material; fairy tales, reports, animal stories, etc. In literacy lessons, children are involved in lots of discussion, reflection and questioning about a variety of texts.

The National Curriculum Programmes of Study for reading focuses primarily on:

- Word reading
- Comprehension (both listening and reading)
- Developing a strong vocabulary

Guidance from the start of year in Class 3 leaflet:

Reading at home

Reading at home makes a big difference in children's progress in reading. Children should read at home regularly as part of their homework and have this recorded in their homework journals. Children who read regularly at home achieve significantly better progress and results in reading, writing and across the curriculum.

As well as enjoyment, the key areas of focus are on the tackling of new vocabulary and comprehension of what they have read. You can help them by asking them to tell you about what they have read. You can also help them by asking them questions about the book. Children at this stage will not need to do all of their reading aloud but should still be encouraged to for short sections of the book in order to check their understanding and to help them understand new vocabulary and more complex words.

Please note that reading aloud to someone at home is vital for children on book band books from the coloured boxes and for children that have only just moved on from them.

Reading in School

In School we teach children the skills and techniques they will need to use in order to be a successful reader. Through independent reading, guided reading, reading with a member of staff, class discussions and literacy lessons we aim to teach and support the keys areas of decoding (word reading), comprehension and vocabulary. Further practising these skills at home is vital to ensuring that they become ingrained and secure.

Choosing a suitable book

Choosing the correct difficulty of book is important to both your child's enjoyment of the text and their progress in reading. Finding a book that is not too easy, not too hard but in the words of Goldilocks 'Just right' can be difficult and is certainly not an exact science. Children are expected to give books they choose a 'good go' with the aim of finishing them. However, not every choice will have been successful and on occasion children should feel able to change their book before finishing if they do not understand, do not like it or feel that the book is unsuitable for them.

We will endeavour to guide your child towards books suited to them and encourage them to talk to us about how they are getting on and when they feel they need to make a change.

In class 3, we also regularly discuss pictures and what we can infer from the picture. This helps children to develop inference skills that can then be transferred to discussing a text.



What can you tell from the picture and what evidence do you have? (e.g. season, time of day, temperature, country, culture).

What is happening in the picture?

How do you think the lady is feeling and why?

How do you think the boy is feeling and why?

How we teach Writing

Children are taught to match their writing style to differing audiences and purpose and to regard themselves as 'writers'.

We aim for the children to write independently and to develop their ability to write in a wide range of genre, both fiction and non-fiction. They are taught the skills of planning, drafting, revising and editing their work and that of others. Grammar, punctuation, reading skills and practising writing are all taught through content linked to a high-quality focus text.

'Extended Writing' is time to concentrate on good models of writing, to unpick for the children what they need to do in order to continue developing their writing. Children are given opportunities to take part in extended writing which includes both adapting and existing text structures (e.g. their own retelling of a fairy-tale) and constructing their own pieces of writing (e.g. their own fairy-tale).

Children will talk about their and others' writing and good models to aspire to. They are reminded to use good vocabulary and spelling, including independent use of dictionaries and thesauruses.

The National Curriculum Programmes of Study for writing focuses on:

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing)
- Vocabulary, grammar and punctuation

The national curriculum programmes of study for English can be found by visiting:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>

Spelling

Our aim is to encourage pupils to become independent and accurate in their spelling, to be confident in using a wide vocabulary in their writing and to be aware of the difference between spoken dialect and written Standard English.

As well as teaching spellings in class, we send home words to learn each Friday which we have been already practising at school during the week. They will be tested the following Friday (in their homework journal) and will therefore focus on the words for two weeks, (firstly at school, then at home).

Children in Year 4 will have the opportunity to learn the whole Lower Key Stage 2 spelling curriculum including repeating key elements from Year 3. Year 5/6 will learn their spellings over two years, so that the children repeat the course and focus on the rules and statutory spellings twice.

The words highlighted in yellow are statutory words from the lists described below which the children are expected to learn and know. These are repeated in our spelling scheme.

Statutory spelling lists for Year 3/4 and Year 5/6

These lists can be found by visiting the Class 3 section at www.gulworthyprimary.org

The intention is not to learn these by rote. There are many ways in which these words can be investigated and learned e.g. through grouping them by meanings, common spelling patterns, sound patterns, locating them in dictionaries and other texts, creating mnemonics, inventing and playing word games, proof-reading and checking them in independent writing. The 'Look, Cover, Write, Check' method of spelling is a good visual approach to the learning of spelling.

Handwriting

All children learn to write using a continuous (fully) cursive style. This simply means that every letter in a word is joined, so you don't lift the pen off the paper until the end of the word and consequently, each word is formed in one, flowing movement.

Continuous cursive handwriting is taught right from the start, as soon as children start in Reception. The reason for this is that children tend to reach fluency faster, whereas if they learn to print first and then learn to join up, it's like learning two different styles. It is, therefore, much more helpful if a young child can learn to use a single system of handwriting right from the start. There are also advantages for those children who find it difficult to form and orientate letters.

If you practise with your child at home the most important messages to reinforce are:

- that every lower-case letter starts on the line
- don't take your pencil off until you have written the whole word
- capital letters are never joined

Aa Bb Cc Dd Ee Ff Gg Hh Ii

Jj Kk Ll Mm Nn Oo Pp Qq Rr

Ss Tt Uu Vv Ww Xx Yy Zz