

Aims and Objectives

- ▶ To give parents and carers a basic understanding of how Literacy, reading and spellings are taught
- ▶ To help parents and carers develop their personal subject knowledge
- ▶ To support parents and carers with the ways they can support their child's writing, reading and spelling at home.

What will we cover today?

- ▶ Writing: the Literacy Curriculum, the writing process, progression in writing, support for writing at home
- ▶ Reading: *Guided Reading* (in school) and reading for pleasure (at home)
- ▶ Spelling: strategies to enable children to learn spellings, support for spellings at home.

The Literacy Curriculum: text types or sequences of learning

- ▶ Narrative -traditional, historical, visual (e.g. Dickens, Rabbit Proof Fence)
- ▶ Play script -writing, acting out (e.g. Shakespeare)
- ▶ Poetry -form, vocabulary, performance
- ▶ Non-chron report -real, imaginary (e.g. Tudors, mythical monsters)
- ▶ Recount -biography, diary, autobiography (e.g. Nelson Mandela, Desert Island Discs)
- ▶ Instructions -real, fictional (e.g. how to be a spy)
- ▶ Persuasion -adverts, leaflets, argument, debate (e.g. fair trade)
- ▶ Discussion -presenting both sides of an argument.

The writing process

- ▶ Familiarisation and immersion: Exploration of a text, learning and remembering through story mapping, drama, oral rehearsals
- ▶ Innovate: Preparation for the content of writing, gathering information from a text, adverbial phrases, extended noun phrases, looking at the composition of a story.
- ▶ Invent: capturing ideas, boxing up the story and using this to create own version: Shared writing, guided writing and finally independent writing
- ▶ Editing and improving.



Progression in writing: sentence structure

Complex sentence: 1 main clause and 1 subordinate clause linked with a subordinating conjunction.

Year 3 / 4: adverbial complex sentences using 'because', 'when', 'as', 'before' etc.

I ate a sandwich, because I was hungry.

Year 5 / 6: relative clauses, or non finite clauses, e.g. with a 'who' / 'which' or '-ing' verb

The toy, which had once been the latest gadget on the shelves, now lay abandoned under the child's bed.



How can you support this at home?



- ▶ Encourage children to speak in full sentences;
- ▶ Encourage children to be attentive to punctuation when reading aloud, e.g. showing speech through the use of different voices, showing an ! through reading the sentence in a louder/ stronger voice, pausing for.
- ▶ Encourage children to read and listen to a range of genres of writing, e.g. poetry, higher level texts being read aloud, newspapers, etc.
- ▶ Draw attention to exciting word choices in texts
- ▶ Encourage the use of synonyms for key adjectives and verbs through modelling this orally, or playing word games.

Reading

The aim is to encourage a love of reading,
For children to 'read like a writer' and 'write like a reader'

Shared reading

80- 90% accuracy (hard) Teacher reads and makes overt what good readers do through modelling

Group reading

90- 94% accuracy (instructional) guided reading

Independent reading

95-100% accuracy (easy) children practice without the teachers help.



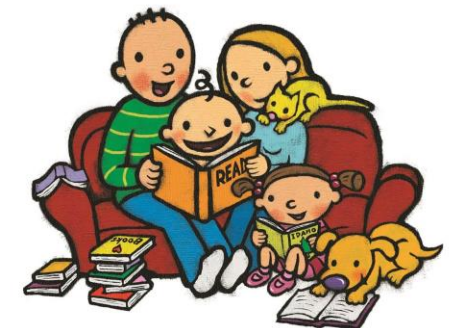
Guided Reading

- ▶ Children work in small groups with a teacher to read (decode) and analyse a wide range of high quality texts.
- ▶ The textual analysis might focus on:
 - ▶ retrieval
 - ▶ inference/ deduction ('detective')
 - ▶ structure
 - ▶ language
 - ▶ purpose and viewpoint
 - ▶ social, cultural and historical context.



Reading: How can you support this at home?

- ▶ Encourage a love of reading -use libraries, audio books, book shops use i-Pads and the internet (e.g. Newsround website, National Geographic Kids, First News, Phoenix comics)
- ▶ Encourage children to read... anything(!) and ideally a range of genres and authors
- ▶ Read higher level texts aloud to children
- ▶ Enthuse (or get someone else to enthuse!) about particular authors and genres
- ▶ Use audio books.



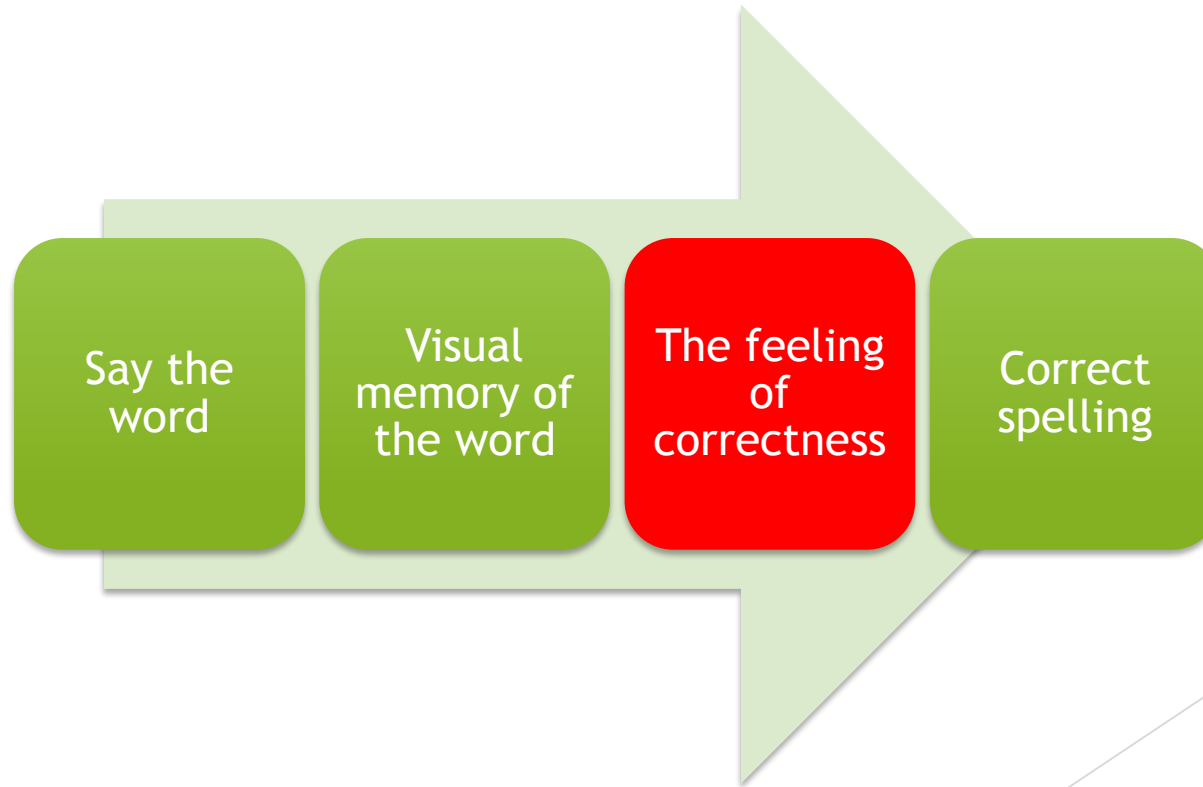
Spelling

- ▶ Aims:
- ▶ To encourage children to become life-long learners by teaching them strategies to learn spellings.



Spelling is a mental process

To support children well, we need to be aware of the mental processes involved



New Curriculum Expectations

- ▶ Significant increase in expectations across all year groups
- ▶ Greater focus on spelling rules and conventions
- ▶ Greater focus on word roots and origins
- ▶ Word lists are particularly demanding
- ▶ Skills need to be embedded.

What is a Spelling rule?

Spelling Pattern	Rules and Guidance	Example Words
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
The 'i' (hit) sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The 'u' (cup) sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
More prefixes	Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below. Like un- , the prefixes dis- and mis- have negative meanings.	dis- : disappoint, disagree, disobey mis- : misbehave, mislead, misspell (mis + spell)

New Curriculum Spelling Lists Years 1 and 2

the	come	go	mind	clothes	past	sugar
a	some	so	floor	cold	father	could
do	one	by	because	gold	class	would
to	once	my	kind	hold	water	sure
today	ask	here	behind	told	again	eye
of	friend	there	whole	every	grass	should
said	school	where	any	great	pass	who
says	put	love	child	break	plant	Mr
your	are	push	wild	steak	path	Mrs
they	were	pull	most	busy	bath	parents
be	was	full	both	people	hour	Christmas
he	is	house	children	pretty	move	everybody
me	his	our	climb	beautiful	prove	even
she	has	door	only	after	half	
we	I	poor	old	fast	money	
no	you	find	many	last	improve	



Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

New Curriculum Spelling List Years 5 and 6



accommodate	communicate	equip	immediately	physical	sincerely
accompany	community	equipped	individual	prejudice	soldier
according	competition	equipment	interfere	privilege	stomach
achieve	conscience	especially	interrupt	profession	sufficient
aggressive	conscious	exaggerate	language	programme	suggest
amateur	controversy	excellent	leisure	pronunciation	symbol
ancient	convenience	existence	lightning	queue	system
apparent	correspond	explanation	marvellous	recognise	temperature
appreciate	criticise	familiar	mischievous	recommend	thorough
attached	curiosity	foreign	muscle	relevant	twelfth
available	definite	forty	necessary	restaurant	variety
average	desperate	frequently	neighbour	rhyme	vegetable
awkward	determined	government	nuisance	rhythm	vehicle
bargain	develop	guarantee	occupy	sacrifice	yacht
bruise	dictionary	harass	occur	secretary	
category	disastrous	hindrance	opportunity	shoulder	
cemetery	embarrass	identity	parliament	signature	
committee	environment	immediate	persuade	sincere	

What Does The Research Say?

- ▶ Teaching children strategies for correcting spelling is far more important than giving them the correct spelling of a word
- ▶ Spelling strategies and major spelling patterns are taught much more effectively through focussed lessons
- ▶ If children learn spellings for tests and don't use those words in their own writing, they will forget them within days
- ▶ Spelling dictionaries are useful as children are trying to get a grasp of new spellings
- ▶ Children often get key rules wrong. The top 12 misspelt words were the same for the 7-10 age group as for children aged 11-14
- ▶ There's a need for both schools and parents to spend more time on spellings
- ▶ We often wrongly assume that if children read widely they will be good spellers. This presupposes they are understanding and processing every word.



What are we doing?

- ▶ Structuring spelling so that it is taught across several sessions each week
- ▶ Using the teaching sequence:
Revisit - Teach - Practice - Apply
- ▶ Providing opportunities for children to investigate, make generalisations, discover rules and embed their learning
- ▶ Supporting the use of dictionaries
- ▶ Using a range of visual, auditory and kinaesthetic approaches
- ▶ Assessing spelling through children's writing and activities regularly
- ▶ Building the statutory words into teaching as appropriate
- ▶ Keeping parents informed.

What we will do in school:

In Reception

- ▶ Phonics sessions

In Key Stage One

- ▶ Teach National Curriculum spelling objectives
- ▶ Teach phonics 4x per week in groups

Weekly Spelling Tests covering spelling rules taught and a selection of the Year 1 and 2 New Curriculum spelling list

Key Stage Two

- ▶ Teach National Curriculum spelling objectives
- ▶ Highlight misspelt words in children's work for correction
- ▶ Weekly spelling test covering spelling rules taught and a selection of the Year 3 and 4 or Year 5 and 6 New Curriculum spelling list
- ▶ Spelling homework activities.

What we will do in school:

Intervention:

- ▶ We identify pupils who have specific needs with their spelling
- ▶ We offer one-to-one or small group support using programs such as Nessy and Accelerated Reader
- ▶ Parents will be involved in this process.

How to help at home:

- Dividing the word into syllables, say each syllable as they write the word (e.g. re-mem-ber)
- Using mnemonics as an aid to memorising a tricky word (e.g. people: people eat orange peel like elephants; could: O U lucky duck)
- Finding words within words (e.g. a rat in separate)
- Making links between the meaning of words and their spelling (e.g. sign, signal, signature)
- Using a dictionary to find the meaning of a new word
- Help your child enjoy their spelling lists from school!

Final Thought...

I take it you already know
Of tough and bough and cough and
dough?
Others may stumble, but not you,
On hiccough, thorough, tough and
through.
Well done! And now you wish, perhaps,
To learn of less familiar traps?
Beware of heard, a dreadful word
That looks like beard and sounds like
bird,
And dead: it's said like bed, not bead –
For goodness sake don't call it deed!
Watch out for meat and great and threat
(They rhyme with suite and straight and
debt).

A moth is not a moth in mother,
Nor both in bother, broth in brother,
And here is not a match for there
Nor dear and fear for bear and pear,
And then there's dose and rose and
lose –
Just look them up – and goose and
choose,
And cork and work and card and ward,
And font and front and word and
sword,
And do and go and thwart and cart –
Come, come, I've hardly made a start!
A dreadful language? Man alive!
I'd mastered it when I was five!