

KS1 and KS2 ENGLISH

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Aims of this session

- ▶ To share how we teach English at Botley School
- ▶ To establish that reading is at the heart of all subjects, and the better children read the more confident writers they will become.
- ▶ To identify strategies for supporting your children with reading and writing at home.

What we will cover today

- ▶ Starting literacy skills - Phonics
- ▶ Developing reading
- ▶ Writing

Phonics - Letters and Sounds

- ▶ A detailed and systematic programme for teaching phonic skills for children starting by the age of five,
- ▶ Aim if for them to becoming fluent readers by age seven.
- ▶ There are six overlapping phases.

Phonics - Letters and Sounds

Phase 1

- ▶ children are taught about:

- ▶ Environmental sounds

- ▶ Instrumental sounds

- ▶ Body percussion (e.g. clapping and stamping)

- ▶ Rhythm and rhyme

- ▶ Alliteration

- ▶ Voice sounds

- ▶ Oral blending and segmenting (e.g. hearing that d-o-g makes 'dog')

Phase 2

Phase 3

Phase 4

Phase 5

Phase 6

- ▶ This phase is intended to develop children's listening, vocabulary and speaking skills.

Phonics - Letters and Sounds

Phase 1

- ▶ Children begin to learn the sounds that letters make (phonemes).

Phase 2

- ▶ There are 44 sounds in all.
- ▶ Some are made with two letters, but in Phase 2, children focus on learning the 19 most common single letter sounds.

Phase 3

Phase 4

- ▶ These are broken down into smaller sets of about six sounds to make them more achievable for children to learn.

Phase 5

Phase 6

Phonics - Letters and Sounds

Phase 1

- ▶ introduces children to the remaining, more difficult and/or less commonly used phonemes.

Phase 2

- ▶ There are around 25 of these, mainly made up of two letters such as /ch/, /ar/, /ow/ and /ee/.

Phase 3

Phase 4

- ▶ Alongside this, children are taught to recognise more tricky words, including 'me,' 'was,' 'my,' 'you' and 'they'.

Phase 5

Phase 6

- ▶ They learn the names of the letters, as well as the sounds they make.

Phonics - Letters and Sounds

Phase 1

- ▶ By now, children should be confident with each phoneme. Among other things, children will:

Phase 2

- ▶ Practice reading and spelling CVCC words ('such,' 'belt,' 'milk' etc)

Phase 3

- ▶ Practice reading and spelling high frequency words

Phase 4

- ▶ Practice reading and writing sentences

Phase 5

- ▶ Learn more tricky words, including 'have,' 'like,' 'some,' 'little'

Phase 6

- ▶ This phase usually takes four to six weeks, and most children will complete it around the end of Reception.

Phonics - Letters and Sounds

- Phase 1
 - ▶ Generally takes children the whole of Year 1.
- Phase 2
 - ▶ Children learn new graphemes (different ways of spelling each sound) and alternative pronunciations for these:
- Phase 3
 - ▶ for example, learning that the grapheme 'ow' makes a different sound in 'snow' and 'cow'.
- Phase 4
- Phase 5**
 - ▶ They learn about split digraphs (the 'magic e') such as the a-e in 'name.'
- Phase 6
 - ▶ They'll start to choose the right graphemes when spelling, and will learn more tricky words, including 'people,' 'water' and 'friend'. They also learn one new phoneme: /zh/, as in 'treasure.'

Phonics - Letters and Sounds

Phase 1

- ▶ Takes place throughout Year 2, with the aim of children becoming fluent readers and accurate spellers.

Phase 2

- ▶ By Phase 6, children should be able to read hundreds of words using one of three strategies:

Phase 3

- ▶ Reading them automatically
- ▶ Decoding them quickly and silently
- ▶ Decoding them aloud

Phase 4

Phase 5

Phase 6

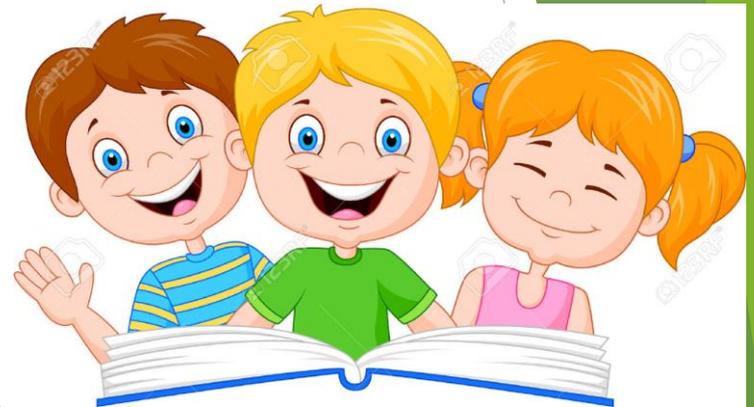
- ▶ Children should now be spelling most words accurately (this is known as 'encoding'), although this usually lags behind reading.

Phonics - Letters and Sounds

- ▶ Although formal phonics teaching is usually complete by the end of Year 2, children continue to use their knowledge as they move up the school.
- ▶ ‘The whole aim of phonics teaching is not just to learn the sounds, but to use them as a tool for reading and spelling, everything leads on to independent reading and writing.’

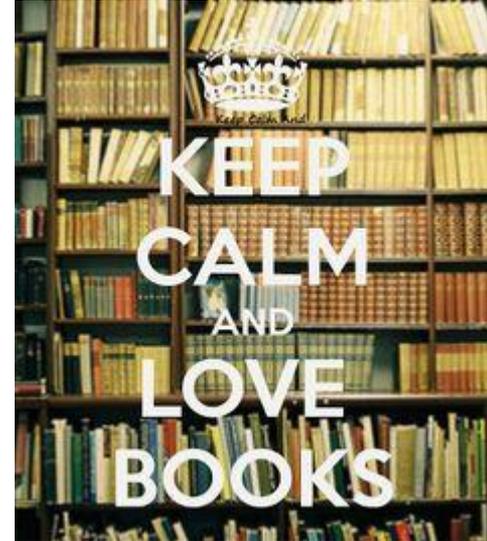
Developing reading

- ▶ Botley School's reading curriculum includes:
 - ▶ Guided reading
 - ▶ Regular independent reading:
 - ▶ individual
 - ▶ group and paired
 - ▶ Home/school reading
 - ▶ Hearing books read aloud on a regular basis
 - ▶ Selecting their own choice of texts
 - ▶ Hearing books on cd
 - ▶ E-books
 - ▶ Magazines and comics
 - ▶ Arch Readers - for those needing a bit more support

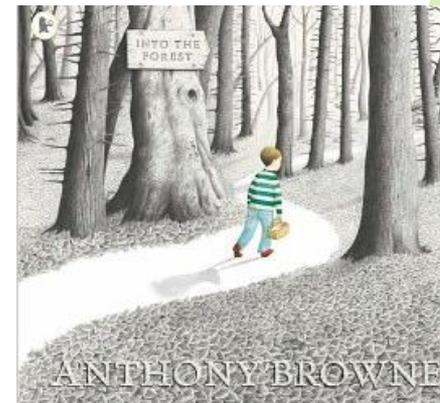
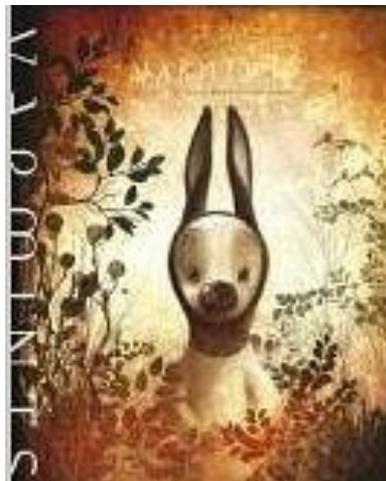
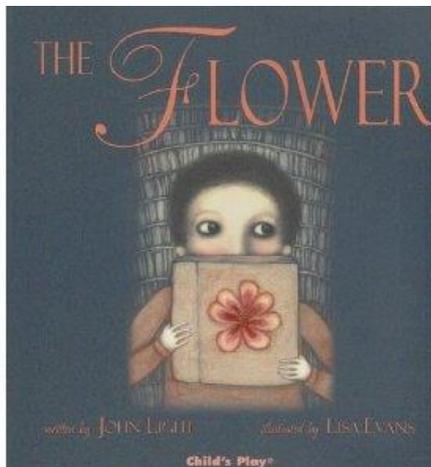
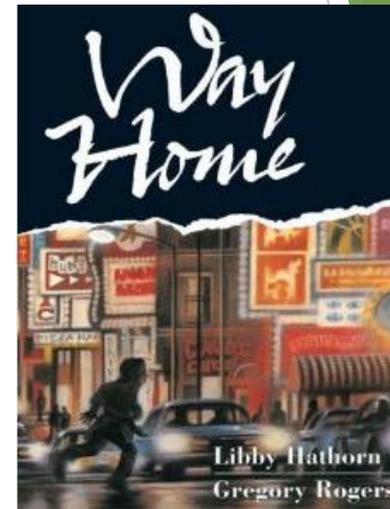
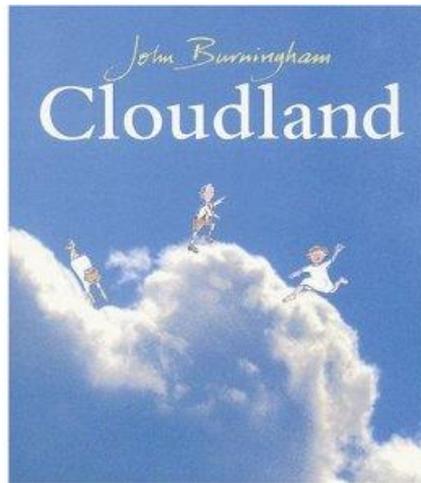
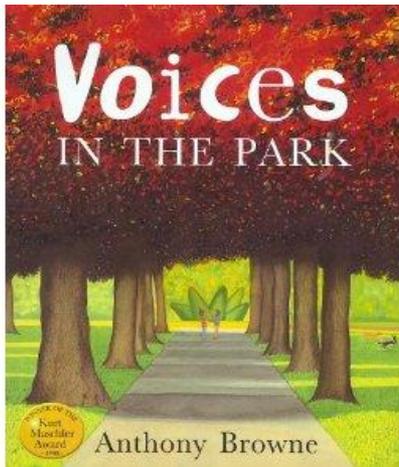


Developing reading

- ▶ How we try to instill a love of books...
 - ▶ Good variety of books available
 - ▶ Up to date choice of class story book
 - ▶ Children's recommendations
 - ▶ Fun book week
 - ▶ Monster read
 - ▶ Celebrity book days e.g. Roald Dahl Day
 - ▶ World books
 - ▶ Using high quality, relevant texts as the basis for our teaching of English



Power of Picture Books



Reading at home

- ▶ Make reading times a routine and a special time where you can cuddle up together and have a discussion after reading together.
- ▶ If your child is struggling or too tired - model reading to them or simply take over for a while and encourage them to read along with you. Or get them to tell the story from the pictures.
- ▶ Be encouraging rather than judgmental - ‘What sound does that word begin with? Can you have a guess at it?’ and ‘What does that word actually mean?’

Reading at home

- ▶ Show your children it's important that you can lose yourself in reading material for a short period of time. Perhaps by buying a weekly magazine for yourself and a comic for your child - or getting something each from the library. Set aside a short burst of time where you all have uninterrupted reading. It is all about establishing reading habits!!
- ▶ Encourage your child to read with their friends and encourage the children to make their own books - children find some very special kind of magic in books they have produced themselves and makes them willing to read them over and over again.
- ▶ Stretch your children by reading higher level books to them.
- ▶ Encourage children to read the whole book - perseverance!

As parents you are your child's most influential teacher, with an important part to play in helping your child to learn to read and then to carry on that love of reading for life!



Home School Reading Records

A huge thank-you for hearing your children read (our expectation 5 times per week and recorded in their home school book.)

- ▶ It is really important to comment in your child's reading record as a way of communicating between home and school about some of the following:
 - ▶ Whether they enjoyed or disliked reading that time.
 - ▶ What you discussed during the session.
 - ▶ What they found easy or tricky.
- ▶ e.g.

Susan loved reading this book with me. We talked about how the princess felt when she was lost. Tricky words: palace, eventually. Page 28 next.

So on to writing...

- ▶ What were your experiences of learning how to write at school?
- ▶ What did you find difficult?
- ▶ Can you remember what you enjoyed about learning to write?

Different types (genres) of writing the children learn at Botley!

Fiction

- ▶ Story writing
- ▶ Poetry
- ▶ Diary writing
- ▶ Play scripts
- ▶ Descriptions (Character, setting etc...)



Non-Fiction

- ▶ Newspaper
- ▶ Recounts
- ▶ Persuasive
- ▶ Information
- ▶ Explanation
- ▶ Balanced argument
- ▶ Instructions
- ▶ Informal and formal letters



The Botley Writing Magic...

- ▶ Immerse children with text genre (first 2-4 days). e.g. Give children lots of examples of the genre
- ▶ Discuss as a whole class ('Talk for Writing').
- ▶ Sharing of film clips/music etc. with the children linked to the genre and to the topic.
- ▶ Drama and internalisation of stories, text and activities.
- ▶ Lots of modelling of the writing genre - shared writing, guided writing, paired writing.

It's crucial that children see the need to write. We use cross-curricular themes they can identify with, topics which inspire.

The Botley Writing Magic...

End of unit - unaided writing.

- ▶ This opportunity, allows the children to show off what they have learnt throughout the unit.
- ▶ This piece of writing could be undertaken in Big Write - the teacher will mark this piece of writing and give pointers for further improvement.

Handwriting

- ▶ The School's Handwriting Policy is continuous cursive....
- ▶ We use an online tool called

Letterjoin

- ▶ Children's access from home
 - ▶ Username: Botley
 - ▶ Password: botley

Spelling

- ▶ We use the Babcock Spelling Programme for Years 2 to 6
 - ▶ Grammar
 - ▶ VCOP
 - ▶ Vocabulary
 - ▶ Conjunctions
 - ▶ Openers
 - ▶ Punctuation
- ▶ Grammar becomes more formal as the children progress through the age groups

Spelling - how can you help?

- ▶ Take away their fear.
- ▶ Reassure and praise whenever possible. Please do not get hung up on spelling and handwriting.
- ▶ Let them see you writing - shopping lists, emails, perhaps even write them a story!
- ▶ Let them see you make mistakes with your writing! They need to understand that adults are not perfect writers! We have frameworks and starting points to help us too.
- ▶ Let your children draw and write for fun on their own.

Some useful websites:



- ▶ www.talesfromtheglovebox.co.uk/
- ▶ www.bbc.co.uk/schools/ks2bitesize/english/
- ▶ www.magickeys.com/books/
- ▶ www.storybird.com
- ▶ www.literacytrust.org.uk
- ▶ www.bbc.co.uk/schools/parents/your_involvement/
- ▶ www.topmarks.co.uk/parents/readingtips.aspx
- ▶ www.bbc.co.uk/schools/magickey/index.shtml

And finally...

Thank you for coming and for your continued support

Please always ask the teacher if you have a question about your child's English...

We're here to help!

