



Aloha College Primary School

English Workshop for Parents November 2019

What does English learning mean.

“Teachers should develop pupils’ spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject.

English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum.

National Curriculum in England Framework



Speaking and listening in English

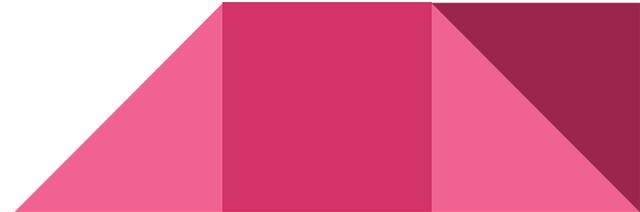
Aims for our children:

- Acquire a wide vocabulary.
- Understand the grammatical rules of English and apply these fluently.
- Speak clearly, accurately and coherently.
- Use discussion in order to learn.
- Elaborate and explain their understanding and ideas.



Some of the ways we promote speaking and listening:

- Modelling speaking for a range of purposes.
- Building discussion into all aspects of the curriculum.
- Performing arts and drama.
- Regular group work.
- Presenting work.



Reading

The programmes of study in the NC are split into 2 strands:

- Word reading
- Comprehension



Word Reading

Reading feeds the imagination, it expands horizons and offers new and exciting ways of seeing and making sense of our lives and of the world around us. Michael Morpurgo

In Reception and Key Stage 1 we teach daily phonics lessons to ensure every child is a successful reader. We follow the **Read, Write Inc.** (RWI) phonics programme which is a structured programme designed to ensure all children learn to read accurately and fluently.



Read Write Inc

What is  Phonics?

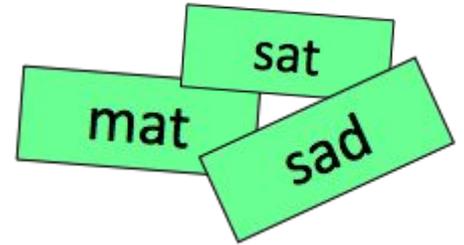
- It is taught from Reception to Year 2.
- It teaches children all of the 44 letter sounds and all 26 letters.
- Blending
- Segmenting
- Comprehension
- It teaches them to be able to read any word - including nonsense words.



How does it work?

The children will:

- Learn 44 sounds and corresponding graphemes (Set 1-3)
- Learn to blend these sounds to read words.
- Read lots of specially written books. They will be able to apply their sound knowledge to read words.
- This is called **decoding**.



Read Write Inc Sets 1 - 3

Set 1: Initial set of sounds taught:

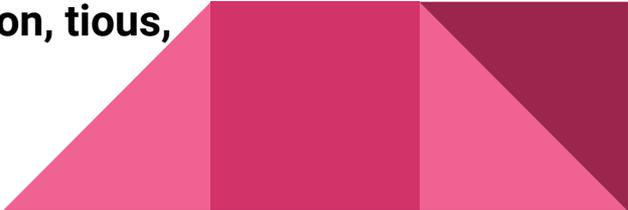
m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk

Set 2: Once the children can read Set 1 sounds speedily and can blend words with four sounds, they move onto Set 2.

ay, ee, igh, ow, oo, ar, or, air, ir, ou, oy

Set 3: Once the children can read Set 2 sounds speedily they will have learned one grapheme for each sound so far. In Set 3 they will learn more ways of writing the same sounds.

ea, oi, a-e, i-e, o-e, u-e, aw, are, er, ow, ai, oa, ew, ire, ear, ure, tion, tious, cious



Word Reading: **Red Words** and **Green Words**

Words that cannot be sounded out – need to be learnt by sight.

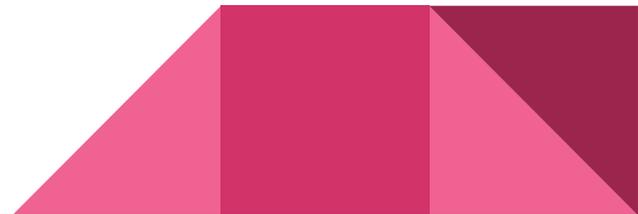
For example:

said
the
want
one

Words that you can hear the sounds in – they can be sounded out.

For example:

dig
dress
ship
three



What you can do at home to help your child progress with their phonics.

- Listen to them reading their school reading books, can they spot any of the sounds they have been learning?
- Practise reading and writing Green (decodable) and Red (tricky) words with them.



What is that character thinking?

What do you think happens next?

Comprehension

As well as mastering decoding words, our children need to develop good comprehension skills.

At school

- Children are listened to regularly and questioned.
- Guided reading sessions allow teachers to model comprehension skills (diving deeper).
- Units of literacy based around texts allow discussion.
- Library time - rich reading material

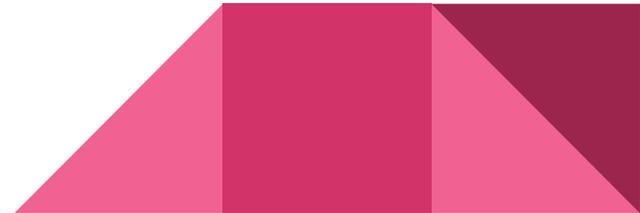
How you can help!

- Ask children to summarise, predict, explain why, discuss word choice, discuss characters and plot.
- Fluency does not make a competent reader. KS2 need your help!



How is reading assessed?

- Reading at Aloha is continuously assessed individually as the child moves up the school.
- We use the '**Benchmark System**' to do this from Foundation Stage to Year 4 with levels from 1 - 30
- To **move to the next level the child is asked a selected number of questions about the text.** These questions range from simple to more complex.
- Depending upon their **fluency, expression** and **understanding**, the children are then set at an appropriate level.



Accelerated Readers Year 5 and Year 6 (AR)

- At the beginning of each half term children take a **STAR reading test**.
- Children pick a book at their own level from the library and read it at their own pace.
- Children then take a comprehension quiz. This system should be used **in conjunction with teachers and parents**.
- AR gives both children and teachers feedback based on the quiz results which the teacher then uses to help the child set targets and ongoing reading practice.



Why should you read with your child?

Teachers can provide the material for reading, model reading skills, support and assess reading BUT children need **time** and **support** with reading at home. You have the power to turn your children on to reading for pleasure!

Reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background.

Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly.

Studies have found that reading for pleasure enhances empathy, understanding of the self, and the ability to understand one's own and others' identities.

(The reading agency, 2019)

Reading for just 15 minutes every day with your child allows them to read for 5, 475 minutes each year. That's 91 and a quarter hours per year! If your child isn't reading for this amount of time, they will widen the gap between them and their peers.

How can you help with your child's reading?

Read, read and read some more with your child **every day. The magic 15 minutes!**

Read a book **together and make it enjoyable.**

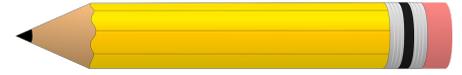
Have a **discussion** about the information/plot/characters' thoughts, feelings and motives.

Encourage your child to **ask questions** about the material he/she does not understand.

Model reading yourself. Be reading role models!



Writing - Children are taught to



In the Early Years classes children are introduced to individual letter sounds where they practice the correct formation of those sounds and basic word building. Very importantly how to use a pencil correctly.



- They are taught the correct use of **grammar**.
- They are taught to write coherently, with the cycle of writing being modelled and taught explicitly.
- Write a range of texts types for a range of audiences and purposes.

Independent writing



Independent writing is regularly built into unit plans, allowing children to practice and demonstrate the skills they have learned.

The writing process should be applied through independent writing.

How is writing assessed?

- Teachers are continually assessing children's writing against age appropriate criteria.
- Children must produce 3 pieces of independent evidence to be regarded as secure.
- There is a formal independent 'Big Write' assessment every term.

And finally.....

The learning of English is fundamental to being an effective communicator .

It is not just confined to English lessons!



What you will see on your tour

Each year group have prepared different 30 minute activities to showcase to you

The children will be demonstrating

- some of the curriculum objectives that they will be learning this year
- how they learn in English lessons
- the skills that they use in their learning
- Year 5 and 6 are in their IPC classes.

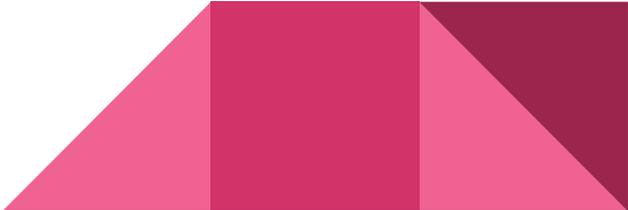


Enjoy your tour.....

Please take this opportunity to visit all year groups and not just your child's class

There are many interesting English activities for you to take part in with the children and enjoy!

The tour finishes at 10:45 to allow our children to have a break!





Thank you