

# *English*

**at North Baddesley Junior School**





**Supportive yet challenging**

**promote enthusiasm, independence, resilience**



**creative**

**motivating**

**Cross-curricular**

North Baddesley Junior School's

*Vision*

**inspiring**

**exciting**

For English

**imaginative**



**develop pride and confidence**

**effective listeners and articulate**

**communicators**



# Learning journey in English

## Hook into the learning:

- An experience,
- A video clip,
- An image,
- A text.

## Emersion in the text type:

- Exploring a WAGOLL (examples).

## Practice skills:

- Practicing relevant skills e.g. sentence types, punctuation devices.

## Editing:

The opportunity to edit and improve, responding to marking, checking spellings etc...

## Writing:

- Applying their learning to an extended write (apprentice and big writes).

## Planning:

- Developing their own ideas and finding inspiration.

## Language development:

- Broadening vocabulary and creating a word bank to support writing and spelling.

# *English from Year 3 to 6*

- Punctuation devices
- Language devices
- Sentence structure
- Cohesive devices
- Handwriting
- Spellings

# *The language of junior English*

**Nouns**

Rhetorical question

Commas

Inverted commas

**Adjectives**

Exclamation mark

Passive voice

Adverbials

**Verbs**

Apostrophes

Colons

Fronted adverbials

**Adverbs**

Semi-colons

Ellipsis

Synonym

**Similes**

Hyphens

Subordinate clauses

Antonym

**Metaphors**

Parenthesis

Relative clauses

preposition

**Personification**

Brackets

Conjunctions

Formality

**Alliteration**

dashes

Co-ordinating  
conjunctions

paragraphs

# English from Year 3 to 6

## Punctuation devices

Full stops

Commas

Inverted commas (speech marks)

Question marks

Exclamation marks

Apostrophes

Lower School (Year 3 and 4)	Upper School (Year 5 and 6)
■	■
“ ”	‘ ’
!	!
	‘ ’

Brackets

Dashes

Hyphen

Colon

Semi-colons

Ellipsis

\*() and – aka parenthesis

# *English from Year 3 to 6*

## **Language devices**

<b>Lower School (Year 3 and 4)</b>		<b>Upper School (Year 5 and 6)</b>	
<b>adjectives</b>	<b>adverbs</b>	<b>similes</b>	<b>metaphors</b>
<b>expanded noun phrase</b>	<b>modal verbs</b>	<b>active and passive voice</b>	<b>personification</b>
<b>tenses</b>	<b>prepositions</b>	<b>subjunctive</b>	<b>formality</b>

**Nouns**

A word that tells you the location of an person, place or thing.

Words that describe an object, place, person or thing.

A word that describes an action (it may end in ly).

**prepositions**

**Adjectives**

Compares one thing to another using like or as.

**similes**

**Can you match the definitions to their meaning?**

**Adverbs**

Action or doing words.

**metaphors**

Giving something natural human features.

**Verbs**

An object, a place, a person, a thing.

**personification**

Figure of speech- not literally true but helps explain through a comparison.

## **Adjectives**

Words that describe an object, place, person or thing.

## **Adverbs**

A word that describes an action (it may end in ly).

## **Verbs**

Action or doing words.

## **prepositions**

A word that tells you the location of an person, place or thing.

## **Nouns**

An object, a place, a person, a thing.

## **personification**

Giving something natural human features.

## **similes**

Compares one thing to another using like or as.

## **metaphors**

Figure of speech- not literally true but helps explain through a comparison.

# *English from Year 3 to 6*

## **Sentence structure**

<b>Lower School (Year 3 and 4)</b>	<b>Upper School (Year 5 and 6)</b>
<b>Simple, complex and compound sentences</b>	<b>Relative clauses</b>
<b>Questions, exclamations, statements and commands</b>	<b>Range of clauses (ed, ing, subordinate)</b>
<b>Fronted adverbials</b>	<b>Use of ; and :</b>

# Year 4

## Adverbial

An adverbial is a word or phrase used to modify a verb or clause.

Where

underneath      below

When

After sunrise,  
Before dawn,

How

Slowly gliding,

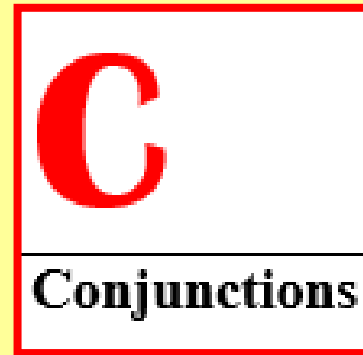
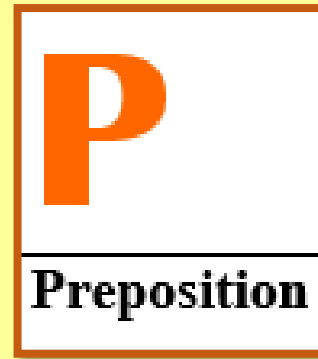
# Year 5/6

<b>A</b>	<b>D</b>	<b>S</b>	<b>P</b>	<b>I</b>	<b>C</b>	<b>E</b>	<b>N</b>
<b>Adverbs</b>	<b>Dialogue</b>	<b>Similes</b>	<b>Preposition</b>	<b>Ing</b>	<b>Conjunctions</b>	<b>Ed</b>	<b>Noun phrase</b>

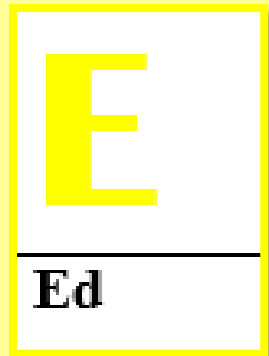
# Where



# When



# How



# Teaching sentences through Alan Peat

Have you used  
a range of  
sentences?

*3ed Like a...*

**YEAR 3**

**ALAN PEAT  
SENTENCES**

*Double by*  
*As a...*  
**BOYS**

Have you used  
a range of  
sentences?

*2 Pair List*  
*The more*

**YEAR 4**

**ALAN PEAT  
SENTENCES**

*Noun which, where  
who*

**Outside  
(Inside)**

Have you used  
a range of  
sentences?

*Imagine*

**YEAR 5**

**ALAN PEAT  
SENTENCES**

*3 Bad - dash*  
*What!*  
*Sentences*  
**VERB, PERSON.**

Have you used  
a range of  
sentences?

*Imagine*

**YEAR 6**

**ALAN PEAT  
SENTENCES**

*Some; others*  
**IF, IF, IF**  
*Emotion' word,*  
*Short sentences*

# Handwriting

## End of Year 2 exemplification

Once upon a time there was a girl called Poppy who lived with her poor mum. They lived in a treaky, old and wooden house. They got there precious money by milking their old, spotty cow (Daisy).

Early the very next morning it was as sunny as a sunshine. That very particular day Poppy's mum asked Poppy, "Can you sell Daisy because she is too old and in return, <sup>st</sup> some money?"

"Sure," replied Poppy and set off in the dusty allaway.

On the dusty allaway she trotted, until she met a stranger.

"Who are you?" whispered the stranger.

A few minutes later we arrived at the top of the keep and we drew some of Porchester Castle. It was a great view! How I wished you were there! I was clapping my hands with excitement because I was so happy that I got to the very top of the keep.

Then we had to guide our friends to a tree. After that we had a sinky position party. Mine was disgusting. Finally it was lunch time! After lunch we were pond dipping our group found a next. Last of all we sorted out animals. Finally it was home time.

One early morning a boy came into the park with a ham sandwich. The starving, tremendously hungry badger gazed at the sandwich. Badger imagined how it would taste in his mouth. "Mmm," he thought, "This is what I call an outstanding sandwich!" A boy came near the sandpit to take a big, humungous bite. There was a girl nearby on a ~~some~~ dark red slide when, oh no, the girl bumped into the boy and his delicious scrumptious sandwich fell in the sandpit! "Oh we can't eat it now," muttered the girl, "It's disgusting." The boy felt sad and so did that black and white badger.

# End of Year 6 exemplification

I am in the dressing room with the music ringing in my ears; the small room is bustling with tall skinny girls chattering and giggling, but - but all I can think of is the stage and the applause. My racing heart thuds underneath my silky tutu. Thud. Thud. Thud.

Handwriting needs to be legible and needs to be maintained at speed.

## How Pointe Shoes Came To Be

Have you ever wondered why ballerinas look so beautiful and graceful on stage? Keep on reading to find out about what makes the Nutcracker you saw at Christmas the magical story that it is.

Pointe shoes are what make dancers different and beautiful. With their pink satin and silky ribbons, these shoes have been around since 1795. They were invented to make ballerinas look weightless when dancing, so they started spinning, balancing and jumping en pointe (on the tips of their toes). They are traditionally worn by women for a beautiful *pas de deux* (a solo dance with one man and one woman) but in some ballets men go en pointe too. There is an all male ballet company called Les Ballet Trockadero that had a very famous production of Swan Lake featuring men dancing en pointe as the female swans.





Are you sick and tired of walking to work? Do you want to avoid the hassle of being stuck in traffic? Then look no further; the perfect penny farthing will be your saviour. With a height of two metres, you will glide above the dirt and diseases of the street below. Because of its high tech features (pedals and gears), the marvellous machine travels at high speeds without the effort needed for walking or riding a Dandy horse. I imagine a device that enables you to arrive at work early, without being tired nor sweaty: this is that invention.

Waiting patiently with quiet chatter,  
No sign of the train, not even a clatter.  
Growing impatient pacing and pondering,  
Like a canary whistling and wondering.  
From behind the trees, hissing steam,  
Here it comes, the ride of dreams.

Are you prepared to try the splendid and delectable treat?  
One that makes your tonsils tingle and blows your top hats away?  
Then taste the mouth-watering Jelly babies that makes you stand out from the rest. When your daughter goes to her tea parties; bring one and she will become the most popular person at her school. It's delicate and unique design is immaculate and I must say, personally I do love these tiny snacks. It's This jellatin master piece was created by Herr Steinbeck (an Austrian inventor). This Sugary Sweet can't be beaten. What are you waiting for, buy one today? It's marvellous.

Ascenders and descenders need to be accurate, letters need to be formed fluidly and clearly.




# Marking & Feedback

Symbols used within writing	
	<p><b>T in a circle</b></p> <ul style="list-style-type: none"> <li>This shows that a piece of work, or part of the writing has been discussed with the teacher (this could be on a 1:1 basis, in a group or as a class).</li> </ul>
	<p><b>NL in a circle</b></p> <ul style="list-style-type: none"> <li>This shows that the learning (concept, question, lesson) will be revisited with teacher or lsa next lesson.</li> <li>There then should be direct evidence to show that this has occurred in the following lesson.</li> </ul>
	<p><b>SP</b></p> <ul style="list-style-type: none"> <li>Used above a word or in the margin to identify that there is a spelling error for the children to check.</li> </ul>
	<p><b>HP</b></p> <ul style="list-style-type: none"> <li>To identify if house points have been awarded for a particular piece of work.</li> </ul>
P I G S	<p><b>PIGS</b></p> <ul style="list-style-type: none"> <li>Individual letter used beside the sentence, paragraph, piece of work to identify whether the work has been created in a Pair, Independently, in a Group or Support has been given.</li> </ul>
^	<p><b>Missing word to be inserted</b></p>
?	<p><b>Question mark</b></p> <ul style="list-style-type: none"> <li>Unsure of the meaning or word choice etc.</li> </ul>
*	<p><b>Asterix</b></p> <ul style="list-style-type: none"> <li>To identify that additional feedback has been given below or that a pointer has been given.</li> <li>Used to move writing, add additional writing or link to edited writing.</li> </ul>
//	<p><b>Paragraph indicator</b></p> <ul style="list-style-type: none"> <li>To identify that a new paragraph is needed.</li> </ul>
○	<p><b>Circle</b></p> <ul style="list-style-type: none"> <li>To identify an omission e.g. an apostrophe or letter.</li> </ul>

North Baddesley Junior School

*Marking and feedback*

**Think pink marking**

	<p><b>Green highlighter (G)</b></p> <ul style="list-style-type: none"> <li>Correct use of the success criteria: effective language, sentence structure.</li> <li>Shows that the learning intention or success criteria has been met by highlighting the evidence.</li> </ul>
	<p><b>Pink and green (A)</b></p> <ul style="list-style-type: none"> <li>Using the success criteria, but not enough evidence and/ or not always used correctly and/or not consistent throughout.</li> </ul>
	<p><b>Pink (R)</b></p> <ul style="list-style-type: none"> <li>Not used correctly.</li> <li>No evidence is visible.</li> <li>To identify a word, sentence or paragraph that needs editing.</li> </ul>

<b>Pupil responses</b>	<b>Peer assessment/editing</b>	<b>Self-assessment/editing</b>
Children respond to teacher feedback in black pen. This is either a correction edit, a re-write/try or an application task.	Children support each other to edit and improve their work, through discussion. Children then self-edit using these discussions in black pen.	Using success criteria, targets, feedback and resources to self-edit their writing in black pen.
<b>Think pink marking</b>	<b>In class marking</b>	<b>Symbols</b>
Pink and green highlighting to identify successes and areas of development within a piece of work- linked to the success criteria.	Interaction with children within a lesson. Immediate feedback given- verbal with prompt comment or symbol in book.	Symbols are used to prompt children within their learning. They are also used to identify the support provided.

# Spelling strategies

Talk about unfamiliar words when reading, commenting on their spelling.

Learning through repetition.

## Top Ten ways to learn a spelling

1 Break it into sounds eg



2 Break it into syllables eg



3 Break it into root words and affixes eg



4 Use a mnemonic eg



5 Use your knowledge of word roots eg



6 Use word families eg



7 See words within words eg

a friend to the end  
a rat in separate



8 Use spelling rules eg



9 By sight - learn the shape of the word eg



Look, Cover, Remember, Write, Check

10 By movement - get used to writing the word with your finger, a pen, in the air.. eg



Spelling hunt when reading: can they find any words that use the rules learnt in school?

Learning through sight; learning through rules.































When writing a word consider the possibilities.

Look- cover- write check

Partition words to help spellings.














Grow the code grapheme mat

Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

Grow the code grapheme mat

Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

\*depending on regional accent

re

bi

un

il



# PREFIXES or SUFFIXES



pre__	dis__	anti__	mis__	__ship	__less	__ive	__ful	__ment
before	not, opposite of	against	wrongly	membership	endless	active	cheerful	development
↓	↓	↓	↓	internship	useless	informative	stressful	excitement
preview	disappear	antiseptic	mistake	ownership	speechless	creative	delightful	achievement
preschool	disagree	antibiotic	misbehave	worship	homeless	expensive	fearful	argument
prevent	disqualify	antisocial	misheard	courtship	careless	expressive	painful	statement
predict	disappoint	anticlimax	misfortune					
previous	dislike	antidote	misunderstand					
				__ness	__ly	__ic	__ion	__ward
				witness	lovely	poetic	celebration	inward

# Spelling patterns

## Adding suffixes to words ending in 'e'

If the suffix starts with a vowel, drop the 'e':

cycle + ing = cycling

If the suffix doesn't start with a vowel, keep the 'e':

hope + ful = hopeful



## i before e except after c

Generally **c** is followed by **ei**, but there are exceptions to the rule, for example, species.

ceiling

receive

deceive

receipt

perceive



## Adding suffixes to words ending in 'y'

Change the 'y' to an 'i' and then add the suffix:

funny + est = funniest



If the suffix is 'ing', keep the 'y':

hurry + ing = hurrying



## /shus/ endings spelt -cious or -tious

Use -cious if the root word

Use -tious if it can also have

ends in -ce:

a -tion /shun/ ending:

conscious (science)

ambitious (ambition)

precious (price)

cautious (caution)

vicious (vice)

infectious (infection)

gracious (grace)

nutritious (nutrition)

ferocious (fierce)

pretentious (pretention)

malicious (malice)

fictitious (fiction)

delicious

superstitious (superstition)

suspicious

repetitious (repetition)

**Complete rule breaker: anxious**



**hear**

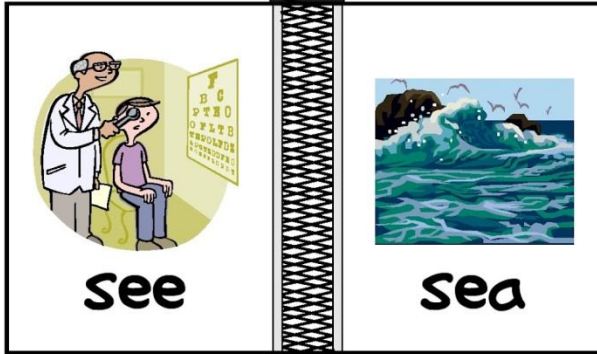
I can hear lots of things.

**here**

Here is a cat, on the bed.



# Homophones



**see**

**sea**

words that sound the  
same but have  
different meanings  
and spellings

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# Their

With an 'i' shows that it belongs to someone e.g. their school uniforms.

# There

With 'here' refers to place. e.g. look over there. There are two bicycles.

# They're

They're = they are



**reign**

The queen had a long reign.

**rain**

It rained all day.



# Synonyms

## Synonym

twinkl www.twinkl.co.uk

A synonym is a word with the same or a similar meaning to another word.

old / elderly



talk / speak

happy / pleased



# Antonyms

## Antonym

twinkl www.twinkl.co.uk

An antonym is a word with the opposite meaning to another word.

hot / cold



light / heavy



light / dark



## New Curriculum Spelling List Years 3 and 4



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

## 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	

# How many words can you make?

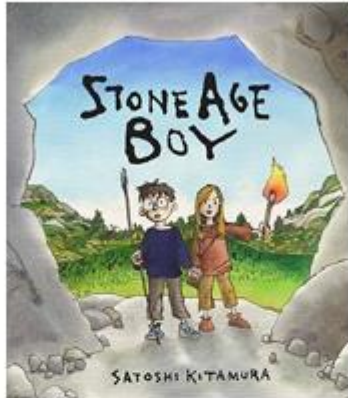
re un	<b>play</b>	ed er ing s
		ful
		ly ness

un	<b>hope</b> <i>"to wish, to desire"</i>	ed ing s
		ful less
		ly ness

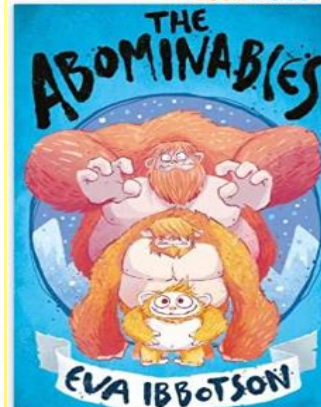
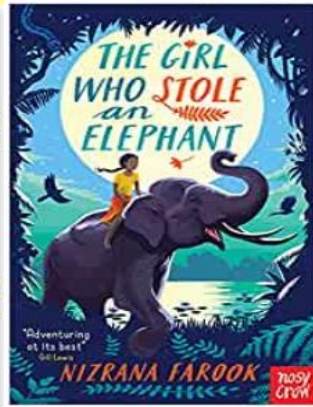
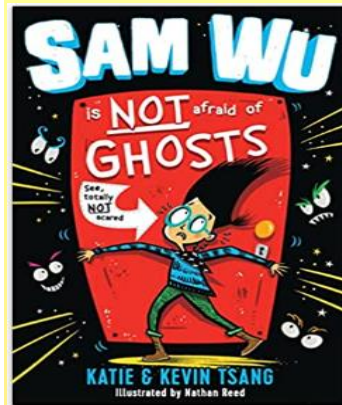
re de	con	<b>struct</b> <i>"build"</i>	s ed ing ion or
in	de		ive
in ob sub super infra			ly ity ness
			es ed ing
			ure
			al
			ly ism ist

# Reading in Year 3

Whole class reader



# Reading in Year 3



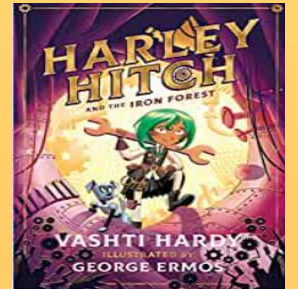
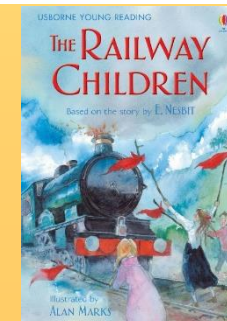
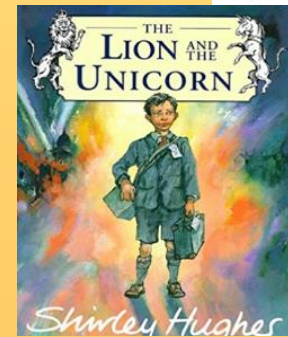
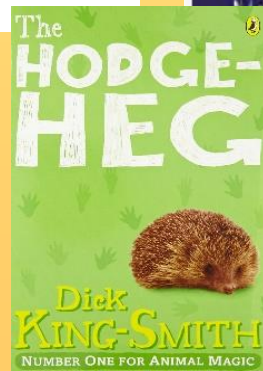
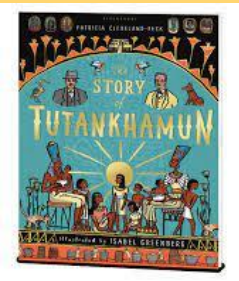
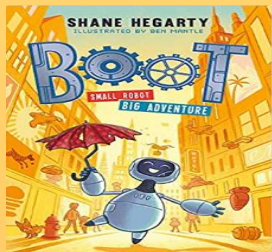
# Reading in Year 3

Carousel Reading

In Year 3, children develop a range of reading skills through their class reading sessions. They then have the opportunity to apply their learning to a range of books within carousel activities. During this carousel, each child is heard read by their class teacher or an adult, to support development of fluency and expression. Carousel activities may include **character inference, summarising, concluding, word meaning or application tasks.** The carousel books are chosen based on the needs on the children.

Discussing  
Questioning  
Recording  
Diary writing  
Inferencing  
Word meaning  
Fiction reading

STONE AGE  
APPLICATION  
Sequencing  
Summarising



50 Recommended Reads for...

# Year 3

(ages 7-8)

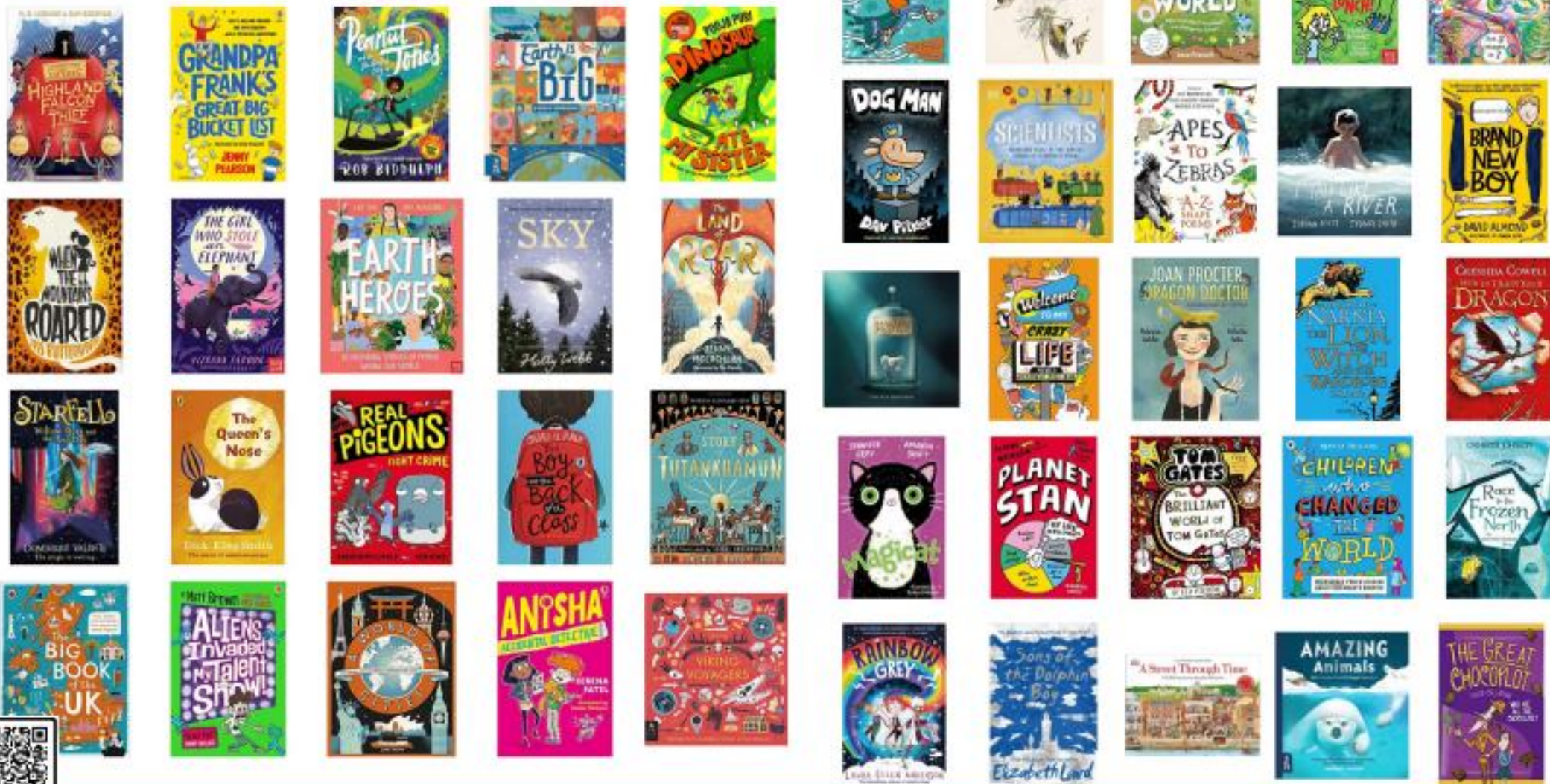


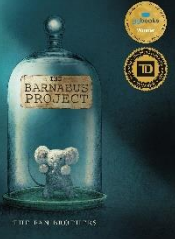


50 Recommended Reads for...

**Year 4**

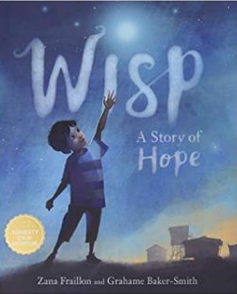
(ages 8-9)



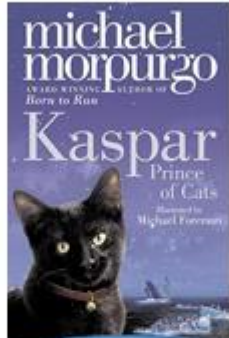


# Reading in Year 5

Our reading in Year 5 is linked to our topics: Titanic, Space and the Greeks

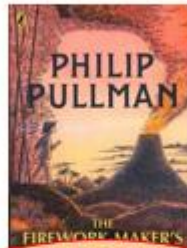


## Reading in Year 5 Whole class reader



*Kaspar Prince of Cats*  
Summarising  
Inferencing  
Questioning  
Word meaning  
Titanic  
Language choices  
Johnny Trott  
Explain conclude  
Countess Kandinsky  
Retrieval  
Comparing  
Michael Morpurgo  
Characters  
Prediction

## Reading in Year 5 Whole class reader



Word meaning  
infer Philip Pullman  
Predict Retrieve and record  
Comparison Setting description  
Character inferencing  
Questioning Concluding Discussion  
Goddess of the lake  
Lila  
Razavi summarising

## Reading in Year 5 Whole Class Reading

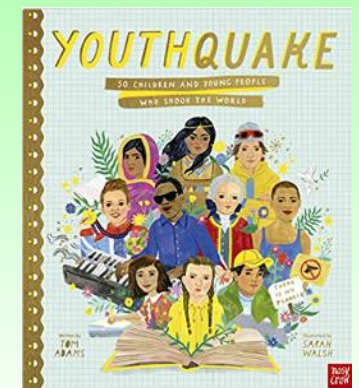
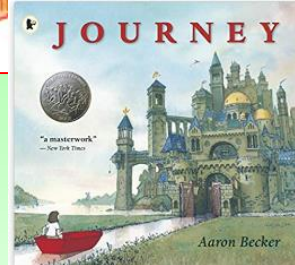
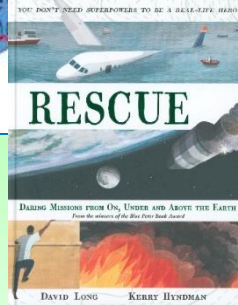
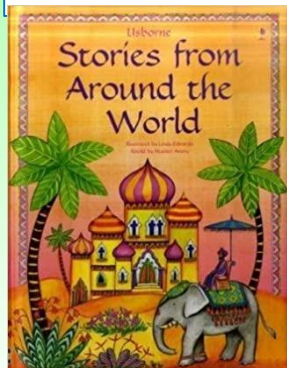


adventure  
Retrieve and record  
Cosmos  
cosmic treasure hunt  
George predicting language  
inferencing space characters  
ordering word meaning  
summarising

## Reading in Year 5 Whole Class Reading



Maz Evans  
inferencing Gods  
Action retrieve and record  
Humour comparison predicting  
Language analysis summarising  
concluding Greek mythology  
explain adventure



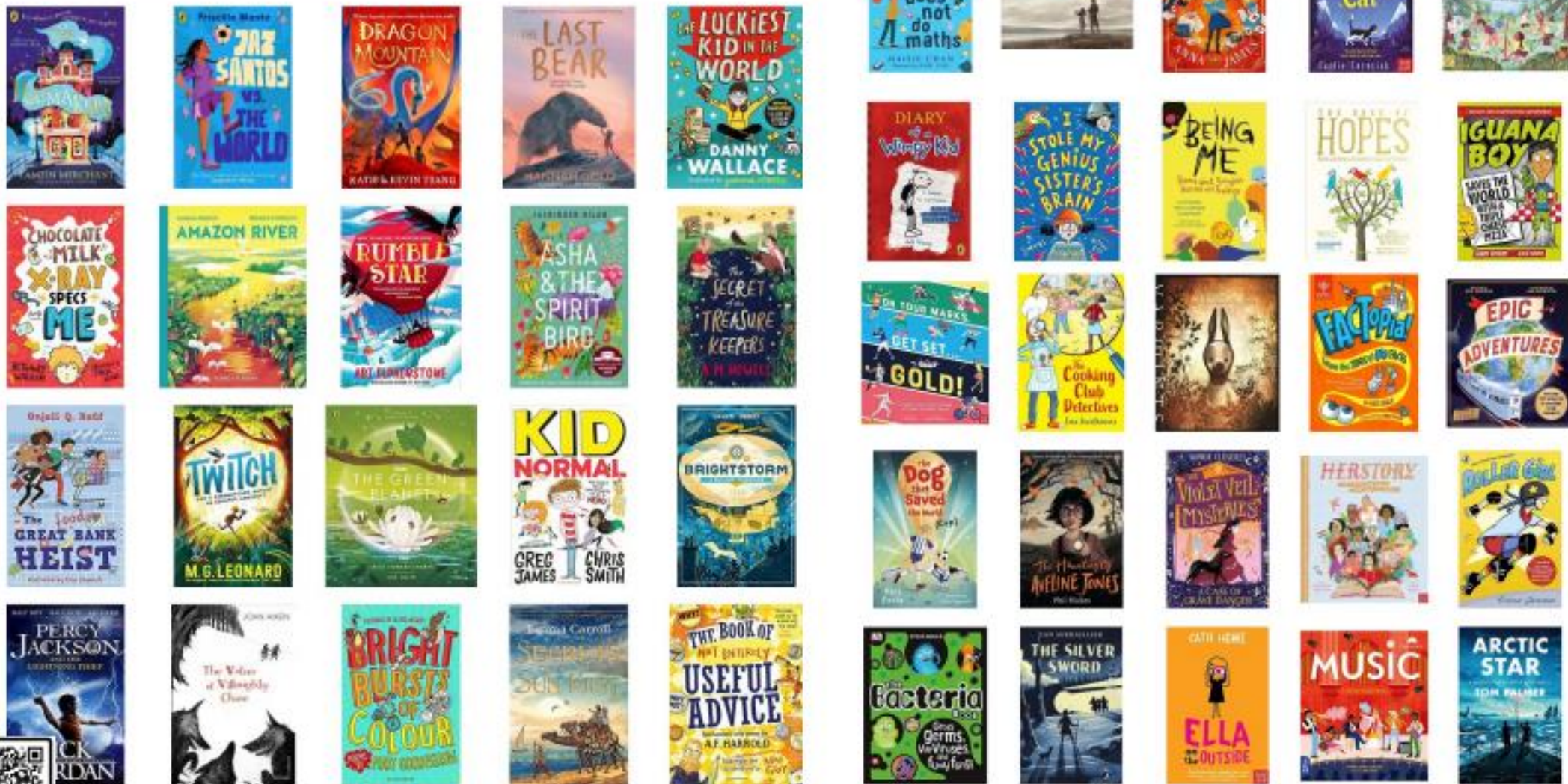
Through class reading and home learning tasks, we focus on embedding the following skills.

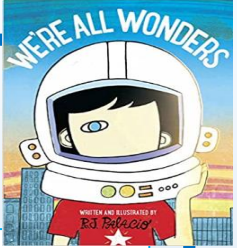
<p>Infer</p>	<p>Predict</p>	<p>Draw conclusions</p>	<p>Summarise/re-tell/précis</p>	<p>Ask questions</p>	<p>Refer to text</p>
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50 Recommended Reads for...

**Year 5**

(ages 9-10)

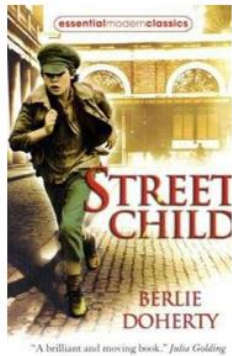




# Reading in Year 6

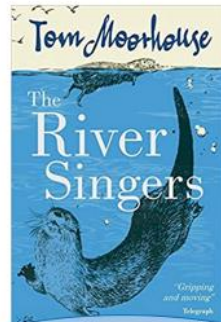
Our reading in Year 6 is linked to our topics: a River's Tale, Survival and Transition.

**Reading in Year 6**  
Whole class reader



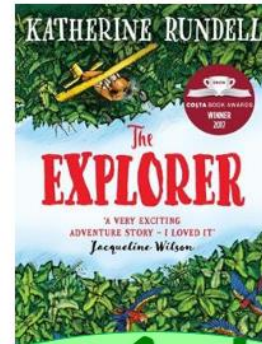
**Grimy Mick Rosie**  
**Character inference**  
**Jim Jarvis Emily and Lizzie**  
**Language meaning**  
**Comparison** Predict  
**Doctor Barnardo**  
Summarising

**Reading in Year 6**  
Whole class reader



Language choices  
**ORRIS SEQUENCING**  
**Sylvan** Setting description  
**Character inference**  
**Valera Wind & the W**  
**ern** Questioning  
Concluding

**Reading in Year 6**  
Whole Class Reading

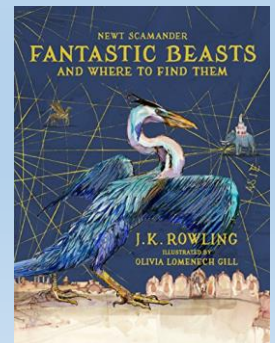
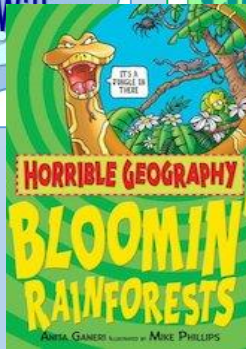
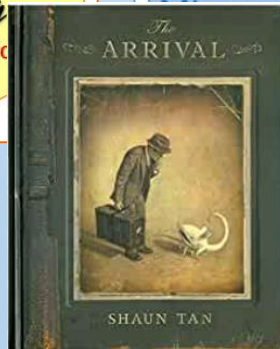
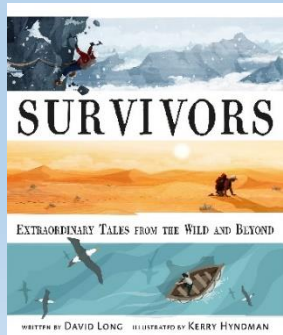


Analysis **Fred** Adventure  
Setting description  
**Inference** Lila and Max  
**Character comparison** GOD  
Summarising **CONCLUDING**  
**Sequencing** Word mean  
**THE EXPLORER**

**Reading in Year 6**  
Whole Class Reading



Diary writing **Philosophy**  
**comparison** Empathy  
Discussion Reflection **Julian**  
**Character inference** August Pullman  
**Olivia** Meaning **JACK WILL**  
Evaluate Precepts **Charlotte** Comparison



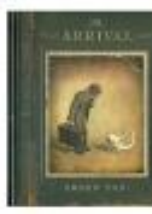
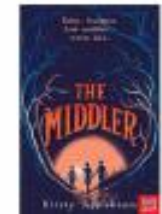
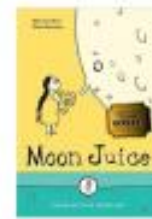
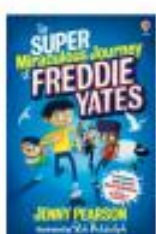
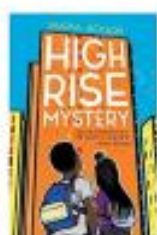
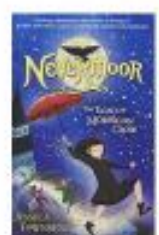
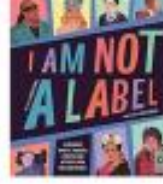
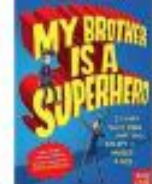
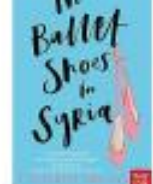
Through class reading and home learning tasks, we focus on embedding the following skills.

<p><b>Infer</b></p>	<p><b>Predict</b></p>	<p><b>Draw conclusions</b></p>	<p><b>Summarise/re-tell/précis</b></p>	<p><b>Ask questions</b></p>	<p><b>Refer to text</b></p>
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50 Recommended Reads for...

Year 6

(ages 10-11)

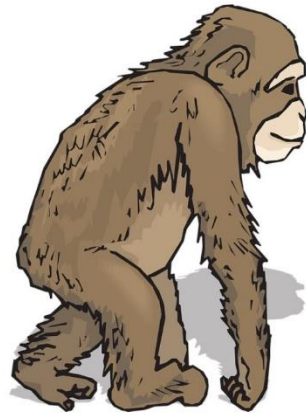


# Reading- written responses

## A.P.E.

### Answer it

What is the answer to the question you've been asked? Remember what you've read; don't guess.



### Prove it

Choose a quote which helped you answer the question. Remember to use inverted commas around the word(s) or phrase(s) the author used.

### Explain it

Why did that quote help you answer the question? Give as much detail as you can.

@MRSPTEACH

### Answer it

I think...  
The writer...  
In this text...  
I believe that...  
It is clear that...  
The speaker...  
The writer creates ... by ...  
My opinion is ...



## A.P.E.

@MRSPTEACH

### Explain it

This implies...  
This suggests that...  
This means that...  
This makes you realise...  
This creates a sense of...  
This makes the reader think/feel...  
This can be interpreted as...  
The effect of this is...



## A.P.E.

@MRSPTEACH

### Prove it

For example...  
I know this because...  
The writer states that...  
The text includes...  
The character says...  
For instance, the writer describes ...  
as ...  
I get this impression because...



## A.P.E.

@MRSPTEACH



# Reading at home



Children are expected to read a minimum of 4 times a week to support their **fluency when reading** (their ability to decode unfamiliar words and read with expression and effective pace), their **understanding** of the texts they read, their **engagement and enjoyment** and their **vocabulary**. Here are some ideas to help you support your child with their reading at home.

<b>Fluency, engagement and enjoyment</b>		
<p>Take a look at the <a href="#">recommended reading lists</a> sent via Parent Mail for each year group. These books have been selected as those that should interest your child, be achievable yet challenging reads.</p>	<p><b><u>Reading variation</u></b></p> <p>Encourage reading of a range of <b>genres, story types</b> and <b>authors</b> (the recommended reading list will help with this).</p>	<p><b><u>Text types</u></b></p> <p>Non-fiction      fiction</p> <p>Newspapers (First News- for children) Sports pages</p> <p>Magazines      Poetry</p>
<p><b><u>Reading together:</u></b></p> <p>Paired reading. Take it in turns to read a page/ paragraph or sentence.</p> <p>Read a page/paragraph or sentence and get your child to read it back to you.</p>	<p><b><u>Story time</u></b></p> <p>Children to read to a parent, a younger sibling, a grandparent or relative.</p> <p>A parent or grandparent to read to the child.</p>	<p><b><u>Act out the story</u></b></p> <p>Act out the voices of the characters or recreate a section of the story (this could be using toys, Lego figures or family).</p>

## Understanding and vocabulary

<b>Talking</b>	<b>Being creative</b>	<b>Explaining through summarising</b>
<p>Ask questions about what your child has read. Discuss the characters, setting, plot and unfamiliar words.</p> <ul style="list-style-type: none"><li>• <b>Who is your favourite character and why?</b> <i>What type of personality do they have?</i></li><li>• <b>Where is the story set?</b> <i>What words has the author used to describe the setting?</i></li><li>• <b>Why do you think the character made that decision? Acted in that way?</b></li><li>• <b>If you were the character what would you have done?</b></li><li>• <b>What do you think will happen next?</b></li><li>• <b>What facts/information have you learnt?</b></li><li>• <b>What do you think that word means and why?</b> <i>Can you find the meaning?</i></li></ul>	<p>Express understanding through creative tasks.</p> <ul style="list-style-type: none"><li>• Create a <b>comic book strip</b> of what has been read.</li><li>• <b>Draw a picture</b>, make a sculpture of a favourite character or setting.</li><li>• Create a <b>stop motion</b> or <b>Scratch</b> animation to show what has been read.</li><li>• <b>Act out</b> part of the story.</li><li>• <b>Make a poster/ book review</b> persuading others to read the story.</li></ul>	<p>By summarising what they have read, children can gain a better understanding of what they have read.</p> <ul style="list-style-type: none"><li>• Ask children to recall what has happened so far in the story they are reading.</li><li>• If reading a non-fiction book, can they tell you 3 facts they have read?</li><li>• Bullet point the key events.</li><li>• Ask for 5 summary points:<ul style="list-style-type: none"><li>➤ Describe a main character</li><li>➤ Talk about a new character</li><li>➤ Where is it set?</li><li>➤ What's happened so far?</li><li>➤ Share opinions and thoughts.</li></ul></li></ul>

