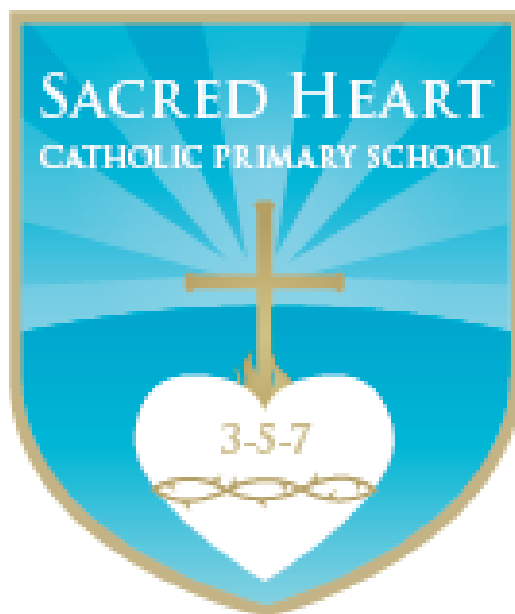


Helping your child with English

A guide for parents/carers



Reading

Some key words to use when discussing books with your child:

- *Story*
- *Book*
- *Character*
- *Setting*
- *Plot*
- *Author*
- *Illustrator* - the person who drew pictures for the book
- *Title*
- *Contents*
- *Index* - this has useful words and phrases and the page number where anything related to these words and phrases can be found.
- *Glossary* - usually found in the back of a non-fiction book, this is a list of important words used in the book
- *Headings*
- *Sub-headings*
- *Blurb* - A blurb is the book description, a summary, that you find on the back of a book to describe a book's contents. We may use a blurb to help us decide whether this book interests us and whether we want to read it
- *Beginning*
- *Middle*
- *End*
- *Fiction*
- *Non-fiction*
- *Information*
- *Page*
- *Bold*
- *Italic*
- *Under-lined*
- *Pictures/ illustrations*
- *Predict*
- *Front cover*
- *Back cover*
- *Publisher*

If you are not sure what any of these words mean please ask your child's teacher who will be more than happy to explain.

Reading (Reception, Years 1 and 2)

Here are some questions that may help you to support your children's reading and enjoyment of the stories that they choose.

It is not expected that you ask every question, every time they read a book to you! However, by choosing 2 or 3 of the questions to ask your child before, during and after the reading of their book, it will support their developing comprehension of what they read and ultimately, their enjoyment of the books that they choose.



The questions below can also be adapted to any text that your child is reading, e.g. comics, newspapers, leaflets, information on signs (e.g. At the zoo) etc.

Asking questions about a book...

Choosing a book:

- *Why did you choose this book?*
- *Did you like the picture on the front?*
- *Have you read other books by this author?*
- *Did you choose it because it is about ... (e.g. trains, cats etc)?*
- *What could this book be about?*



Before reading the book:

- *Can you point to the title? or What is this? (pointing to the title)*
- *What do you think this story will be about? What might happen in the story?*
- *What do we call the writing on the back of the book? (blurb) or What does the blurb tell us?*
- *Talk about the different parts of the book, e.g. front cover, back cover, title, author, illustrator, blurb, ISBN number, bar code, publisher marks*
- *If it is an information book ask them where you will find out about something specific, i.e. can the child use the Contents page or Index to locate information?*

During the reading of the book:

- *Tell me what is happening in the pictures?*
- *What has happened so far? Is it what you expected to happen?*
- *What might happen next? How do you think the story might end?*
- *What sort of character is....? Is he/she friendly/ mean/nice...?*
- *Ask children about events in the story: How would you feel if you had been that character? Has anything like that happened to you? Would you like that to happen to you?*
- *If reading an information book: What facts have you read?*
- *Have you learnt anything new? What does this page tell you about? Is there anything that interests you on this page?*
- *Where would you go to find information about....?*

At the end of the book:

- *What was their favourite part? Why?*
- *What was the most interesting/exciting part of the book?*
- *Can you find it?*
- *What sort of character is....?*
- *Why did that character do ... (give a situation/ event from the story)?*
- *What happened in the story?*
- *Are there any words or phrases that you enjoyed?*
- *Did the pictures help you to understand the story better?*
- *Would you still read this book if it did not have pictures? Why?*
- *Are there any parts of the book that are repeated? Why do you think that the author did that?*
- *Who are the main characters in the story? What character would you like to be?*
- *Why are some words written in capital letters? Italics? Bold print? Different colour?*
- *Do you think this book has helped you to understand....better?*
- *Would you like to read another story by this author or illustrator?*
- *Have you read any other books like this one? Is it happy/ sad/ scary/ exciting? Why do you think this?*
- *Does this book remind you of any other stories, or TV programmes/ DVDs?*
- *Does this story remind you of anything that has happened to you?*
- *Tell me about some other books that you have read recently.*
- *Did you like this book? Why? (Encourage children to develop their opinion about books by encouraging them to explain their reasons)*

Reading (Years 3-6)

Here are some questions that may help you to support your children's reading and enjoyment of the stories that they choose.

It is not expected that you ask every question, every time they read a book to you! However, by choosing 2 or 3 of the questions to ask your child before, during and after the reading of their book, it will support their developing comprehension of what they read and ultimately, their enjoyment of the books that they choose.



The questions below can also be adapted to any text that your child is reading (eg. comics, newspapers, leaflets, information on signs (e.g. At the zoo), etc

Before reading the book:

- How do we know if we would enjoy the book? What could we look at? (picture, blurb) etc
- What do you think the book is about? Why do you think this?
- Talk about the different parts of the book, e.g. front cover, back cover, title, author, illustrator, blurb, ISBN number, bar code, publisher marks
- If it is an information book ask them where you will find out about something specific, i.e. can the child use the Contents page or Index to locate information?

During the reading of the book:

- What has happened so far? Is it what you expected to happen?
- What might happen next? How do you think the story might end?
- What sort of character is....? What words has the author used to tell you this?
- When the character said/did....., what did it tell us about the character?
- Ask children about events in the story: How would you feel if you had been that character? Has anything like that happened to you? Would you like that to happen to you?
- Why has the author used this word here? e.g. 'tiptoed' rather than 'walked' to show the character was nervous about walking into the cave and not wanting to be heard
- Why do you think the author chose to write this book? Do they like/dislike the main character?
- Where/ when is the story set? How do you know?
- Are there any words that the characters say that tell us where the story is set? e.g. 'recess' instead of 'playtime'

If reading a non-fiction book:

- What facts have you read?
- Have you learnt anything new? What does this page tell you about? Is there anything that interests you on this page
- Where would you go to find information about....?

At the end of the book

- What was your favourite part and why?
- Is there anything you disliked about the book? What was it?
- Does the book/characters remind you of anything else you have read?
- Is there anything that puzzles you?

Phonics (Early Years and KSI)

Below is a list of the phonic sounds which your child will learn throughout Reception and Key Stage One. To hear the pronunciation of these sounds, click on the link below:
<http://www.oxfordowl.co.uk/Question/Index/3>

Phonics and Tricky Words

Sounds	
Phase 2	Phase 3
s a t p i n m d g o c k ck e u r h b f,ff l,ll ss	i v w x y z,zz qu ch (chin) sh (shop) th (that) th (thing) ng (song) ai (wait) ee (feet) igh (high) oa (boat) oo (moon) oo (cook) ar (part) or (corn) ur (burn) ow (cow) oi (coin) ear (hear) air (hair) ure (cure) er (her)
Phase 4	Phase 5
In Phase 4 no new sounds are introduced. The main focus is to consolidate and practice the sounds already learned, learn to read and spell words such as trap, string, street, milk etc.	ay (day) ou (out) ie (tie) ea (east) oy (boy) ir (girl) ue (blue) aw (saw) wh (when) ph (photo) ew (new) oe (toe) au (Paul)
<u>Split digraphs</u> a-e (make) e-e (these) i-e (like) o-e (home) u-e (rule)	
Suffixes: -s -es -ing -ed -s -er -est -y -en -ful -ly -ment -ness	
Tricky words Words that cannot be sounded out and have to be learned by sight.	Tricky words The order in which they are introduced.
Set 1	to, the, no, go, I
Set 2	he, she, we, me, be, was, my, you, they, her, are, all
Set 3	said, so, have, like, some, come, were, there, little, one, do, when, out, what
Set 4	oh, their, people, Mr, Mrs, looked, called, asked

Writing (KS1 and KS2)

To help improve your child's writing, focus on four things.

Vocabulary
Connectives
Openers
Punctuation

Vocabulary

Choosing the right vocabulary can help your child's writing become much more interesting. It can help describe what things look like, how people feel and help the reader build up a picture of what is happening.

Noun - A word that names a person, place or thing: The tired, scared boy trudged slowly through the thick mud.

Proper noun - These name specific people, places, things or ideas, e.g. Elizabeth, Paris, Rover or Nike. They begin with a capital letter as they are naming specific things.

Common noun - These name general people, places, things or ideas, e.g. women, city, dog, shoe.

Adjective - A word used to describe a person, place or thing: The tired, scared boy trudged slowly through the thick mud.

Verb - A word to describe action; what is happening in the sentence: The tired, scared boy trudged slowly through the thick mud.

Adverb - A word to describe how the action is taking place: The tired, scared boy trudged slowly through the thick mud.

Adjectives	Adverbs	Verbs
beautiful awful enormous worst fierce gigantic weird freezing thunderous fearful marvellous attractive sensitive timid aggressive	quietly silently bravely generously nervously worriedly cautiously rapidly quickly furiously aggressively	stroll jump dash trudge shuffle march roam prowl tiptoe creep traipse

SUGGESTED ACTIVITY

Ask your child to take one from each column and see if they can create an amazing sentence

e.g. The fearful mouse shuffled nervously along the floor.

Connectives

Connectives link ideas together and add more detail to a sentence, but don't always appear in the middle of sentences!

<i>Give more information</i>	<i>Time and order</i>	<i>Comparing</i>	<i>Cause and effect</i>
<i>and also for example furthermore which as well as in addition</i>	<i>then first while until soon finally suddenly meanwhile previously eventually</i>	<i>but although however whereas yet despite unless instead even though</i>	<i>because therefore so as a result consequently since if so that</i>
Example <i>The school was bare, <u>for example</u>, there was nothing on the walls!</i>	Examples <i>First, add flour which makes the mixture thicken. Then, sprinkle in the sugar which will sweeten the mixture.</i>	Examples <i>It was raining <u>even though</u> the sun was shining. <u>Despite the fact</u> that David was wearing a coat, he was still cold.</i>	Example <i>Yesterday I was ill, <u>therefore</u> I am not going to the park today.</i>

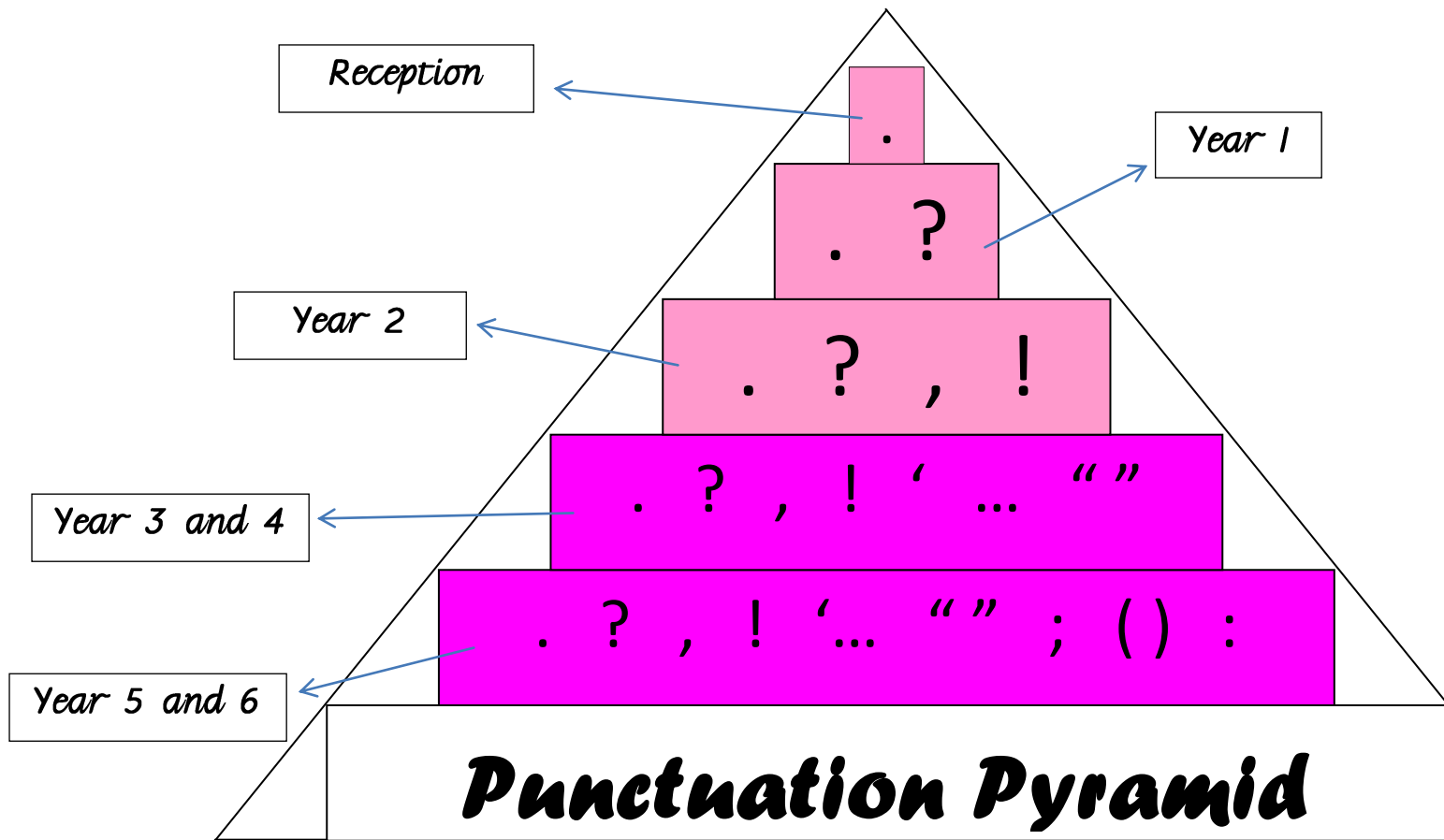
Openers

An opener is the first word used in a sentence. When children start on their writing journey most sentences initially begin with 'I'. To develop this, encourage them to use some of the following:

<i>Ways to Start</i>	<i>Example</i>
<i>"When" starter</i>	<i>Last night...</i>
<i>"How" starter</i>	<i>Carefully, he crept</i>
<i>"Where" starter (preposition)</i>	<i>Across the road....</i>
<i>Name starter</i>	<i>Bill wandered</i>
<i>Simile</i>	<i>Like an eel</i>
<i>Adjective starter</i>	<i>Tall trees towered overhead</i>
<i>"-ed" clause</i>	<i>Excited, Joanna ran</i>
<i>"-ing" clause</i>	<i>Running quickly, Tim felt</i>

Punctuation

Punctuation makes our writing make sense. The Punctuation Pyramid below shows what punctuation we can use in our writing:



A semi colon (;) is sometimes used instead of a full-stop to balance two sentences or clauses which are closely related in meaning e.g. 'Some people do their best work in the early morning; others perform best late at night.' 'Many people dislike walking in the rain and getting wet; personally I find it very therapeutic.'

Semi colons can also replace connectives e.g. 'Most people go to Tesco but some go to Sainsbury's' will become 'Most people go to Tesco; some go to Sainsbury's.'

Dashes (-) can be used for a similar purpose: 'Most people go to Tesco - some go to Sainsbury's.' Alternatively, they can be used to add an afterthought e.g. 'She says she won't be joining us at the summer house - at least not until after the children have left.'

An ellipse (...) can symbolise a pause in writing e.g. "She wasn't angry ... she was just tired" , it can also be used in speech to show a character stopping talking or stammering e.g. "I'm not sure what to do..." he stammered.

Writing games to play with your child

- Talk about and write down interesting adjectives in the stories you are reading at home.
- Try using the words you have found in a sentence.
- Have a mini-quiz: 'How many words can you think of instead of 'said', 'went', 'nice', 'good'? Put each one in a sentence.
- Give your child an adjective to put into a sentence. How many different sentences can they make?
- Give your child two different words and ask them to make different sentences from them, e.g. 'magical' and 'boy'.
- Connectives are used to join sentences together. The simplest connective to use is 'and', as in: Bill went to the shops and he bought an ice-cream.
- Try to search for connectives in the stories you read at home. Use them in a different sentence.
- Try rearranging sentences with the connectives at the start, e.g. The little boy shivered despite it being warm in the cave,
- Despite it being warm in the cave, the little boy shivered.
- Give your child a connective and ask them to use it in a sentence.
- Searching for openers in the stories you read at home and use them to start your own sentences.
- Give your child an opener and ask them to complete the sentence.
- Look at different types of punctuation in your reading at home.
- Ask your child to give examples of when they would use a full stop (.), a question mark (?), an exclamation mark (!) or a dash (-). Use the punctuation pyramid.
- Use different types of punctuation in different sentences.

Some useful phonic and reading websites

<http://www.starfall.com>

<http://www.bbc.co.uk/bitesize/ks1/literacy/>

<http://www.phonicsplay.co.uk>

<http://www.ictgames.com>

<http://learnenglishkids.britishcouncil.org/en/read-and-write>

<http://www.topmarks.co.uk/Interactive.aspx?cat=40>

http://www.kenttrustweb.org.uk/kentict/content/games/literacy_menu.html

<http://www.bbc.co.uk/schools/magickey/adventures/index.shtml>
(Linked to Oxford Reading Tree)

<http://www.roythezebra.com/reading-games-word-level.html>

<http://www.myonlinereading.com>

<http://www.iwb.org.uk/>

Recommended Reading (Nursery - Year 6)

Below are links to recommended reading lists for each year group.

Nursery and Reception:

<http://talesonmoonlane.co.uk/wp-content/uploads/2012/10/Reading-List-2012-Early-Years.pdf>

Year 1:

<http://talesonmoonlane.co.uk/wp-content/uploads/2012/10/Reading-List-2012-Year-One-.pdf>

Year 2:

<http://talesonmoonlane.co.uk/wp-content/uploads/2012/10/Reading-List-2012-Year-Two.pdf>

Year 3:

<http://talesonmoonlane.co.uk/wp-content/uploads/2012/10/Reading-List-2012-Year-3.pdf>

Year 4:

<http://talesonmoonlane.co.uk/wp-content/uploads/2012/10/Reading-List-2012-Year-4.pdf>

Year 5:

<http://talesonmoonlane.co.uk/wp-content/uploads/2012/10/Reading-List-2012-Year-5.pdf>

Year 6:

<http://talesonmoonlane.co.uk/wp-content/uploads/2012/10/Reading-List-2012-Year-Six.pdf>



Jarman Handwriting Guide

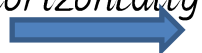
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m n o p q r s t u v w x y z

The quick brown fox jumps over the lazy dog

- ✓ All lower case letters start at the top; *a b m c f* • • • • •
- ✓ All down strokes are parallel; *gladiator*
- ✓ All similar letters are the same height; *r o n c e l h b k d*
- ✓ The space between words should be enough to fit in a small o; *Will o you o be o mine?*
- ✓ Capital letters should be the same height as tall letters; *Ch Dl Ph*

Letters which finish at the top join horizontally



o r v w t f

look

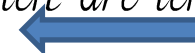
Letters which finish at the bottom join diagonally



a e h k m u

meat

Letters which finish on the stroke moving left are left unjoined.



b g j p s y

baby

Year 1 begin printing jarman with flicks at the end of letters. No joining yet.

Year 2 and 3 follow the Jarman joins quite strictly as they learn the joining process.

Year 4 to 6 master the joining process and begin to develop their own joined up style.