



ABU DHABI

Year 3 Helping with English at Home – Workshop for parents.

Aims of this workshop

- ✧ To look at the different areas of English taught at Key Stage 2.
- ✧ To consider the way in which children learn.
- ✧ To understand the role the family can play in a child's learning.
- ✧ To experience some ways in which a child can be supported at home.



SCHOOL
is better with GoNoodle.
Improves behavior and
attention
Betters academic
performance
Strengthens classroom
cohesion

HOME
is better with GoNoodle.
Turns screen time into active time
Creates great family fun
Makes your home healthier

<https://www.gonoodle.com/>

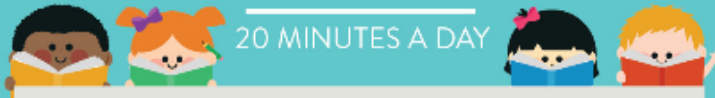
English is made up of the following areas:

- Reading including comprehension
- Spelling
- Grammar
- Writing
- Handwriting

Children are continually assessed in all 5 areas.

READ

20 MINUTES A DAY



STUDENT A
reads at home



20
min/day

STUDENT B
reads at home



5
min/day

STUDENT C
reads at home



1
min/day

THEY WILL HEAR

1,800,000

282,000

8,000

WORDS PER YEAR

THEY WILL HAVE READ FOR

851

212

42

HOURS BY 6TH GRADE

AND ON STANDARDIZED TESTS,
THEY WILL LIKELY SCORE BETTER THAN

90%

50%

10%

OF THEIR PEERS

Source: <http://readdbg.org/2014/11/19/read-20-minutes-day/>

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Accelerated Reading Programme

- Engage Students,
 - Motivate Reading Practice,
 - Improve Reading Progress
-
- At its heart, Renaissance Accelerated Reader is simple.
-
- A student reads a book, takes an online quiz, and gets immediate feedback.
 - Students respond to regular feedback and are motivated to make progress with their reading skills.

<http://www.renlearn.co.uk/accelerated-reader/>

- Star Reader
- ZPD
- Quiz scores

Sample quiz

<http://www.renlearn.co.uk/accelerated-reader/sample-quizzes/>

Student Record - sample

http://www.renlearn.co.uk/wp-content/uploads/2014/07/ar_studentrecordreport.pdf

Comprehension

- When children successfully interact with texts their reading comprehension improves.
- They also become more aware of the way in which texts are constructed which helps their independent writing.
- This makes them more critical of texts, they begin to ask questions.
- Interacting with texts also improves their cognitive development

Questioning Readers

- Give me another word for
- How do you think ... is feeling
- What do you think might happen next?
- Can you name three different types of punctuation? What are they and what do they mean?
- Tell me what is going to happen by only looking at the picture.
- Can you give me 3 adjectives from the text? What nouns are they describing?

Suggested activities to encourage reading.

- You as a parent play a vital role, your attitude is often the strongest influence on your child. Enthusiasm is catching – never imply reading is a chore.
- Turn reading into something special. Read aloud to your child as often as you can. Take children to a library, help them get their own library card, read with them, and buy them books as gifts. Have a favourite place for books in your home or, even better, put books everywhere.
- Find ways to encourage your child to pick up another book. Introduce him or her to a series like Harry Potter or The Famous Five. Find out their favourite authors, read those books together.
- Let your child see you use a dictionary. Say, "Hmm, I'm not sure what that word means... I think I'll look it up."

Suggested activities to encourage reading.

- Talk about everyday activities to build your child's background knowledge, which is crucial to listening and reading comprehension. Keep up a running patter, for example, while cooking together, visiting somewhere new, or after watching a TV show.
- Use the time spent in the car for wordplay. Talk about how jam means something you put on toast as well as cars stuck in traffic. How many other homonyms can your child think of? When kids are highly familiar with the meaning of a word, they have less difficulty reading it.

Suggested activities to encourage reading.

- Record yourself reading and playback stories in the car.
- Set aside time for reading everyday – avoid distractions.
- Even if your child is a ‘independent reader’ you’re still needed. Be there to answer questions, discuss the text and to define tricky words.

The Planner – What to do each day.

Accelerated Reading Record

Day	Parent Initial	Book Title	Book Level	Quiz Score %	Points Score
Sun					
Mon					
Tues					
Wed					
Thurs					
Fri					
Sat					

Reluctant Readers

- Does your child think reading is uncool and that TV, computer games and playing outside with friends are more fun?

This applies to many children, their attention span may be short and they feel the need to be 'entertained.' Choose short, exciting, high interest books to match their interests.

- Is English your child's second language?

Simple sentence structure and lots of 'talk' will support the reader. This will help them pick up English 'usage.'

- Introduce a Kindle or download books on an iPad.

How can I tell if a book is too hard?

- Encourage your child to ‘test’ a page before choosing.
- Suggest that they put a finger on each word they cannot read. More than five fingers on a page is a sign that they may not be able to read the book alone.
- Remember: Reading difficulties may be a challenge but they are not a disaster!

Developing writing

*I cem skul I red mi buk I et mi dina I hom I tv I
bed*

To move this to the next level:

Add sequence words: first, then, next, after, last.

Add full stops

Start using the first connective: and

Developing Writing

First I cem to skul and I red mi buk. Then I et mi dina. Then I went home and watched t.v. Last I went to bed.

- Don't just focus on spelling – this will develop with experience. It is the structure of the writing that ought to be the focus.
- If you focus only on spelling, child may become disillusioned because in their eyes, the writing will not have changed. Focus on structure and they can see the improvement!

Ideas to help with writing at home.

- First drafts are rough: encourage your child when writing. Remind him or her that writing involves several steps. No one does it perfectly the first time.
- Different strokes for different folks: read different types of books to expose your child to different types of writing. Some kids, especially boys, prefer nonfiction books.
- Teach your child some "mind tricks": show your child how to summarise a story in a few sentences or how to make predictions about what might happen next. Both strategies help a child comprehend and remember.
- Make up stories together, tell them as a family, let everyone join in!

Ideas to help with writing at home.

- Send a message: leave notes on pillows, in lunchboxes anywhere. Ask your child to write a note in return.
- Letters and postcards: encourage your child to write letters and postcards. Thank you letters on special paper, newsy letters to grandparents, postcards from holiday destinations. Maybe encourage a penpal in your home country.
- A year in review: keep an ongoing record of your family's life, on NYE sit and read together.
- Give writing as a gift: ask your child to write a story for a family member.
- Make a menu: ask your child to write the menu for a family dinner.

Ideas to help with writing at home.

- Use writing prompts: these can be a sentences...imagine you are the first person to invent a flying car, describe it so someone might buy it.
- Use picture prompts ...a picture a day.
<http://www.pobble365.com/>
- Be creative: encourage your child to perform plays/puppet shows. They should write a script.
- Copy: if a child likes a particular song as them to copy out the lyrics and try to learn them – great for memory too!

STOP!

- Remember: focus on content more than grammar and other details. When a child writes they run the risk of opening themselves up to criticism – the more criticism, the less they will write!
- Keep a special set of writing tools and paper for this purpose, value every piece of writing – keep it.
- Writing is a skill and habit. Helping your child put thoughts into words gives them a great sense of achievement. Fostering good writing habits will make a big difference to your child's attitude about writing. Help your child learn to write well – and enjoy doing it!

Making Spelling fun!

Dicey spelling is fun and helps learn spellings:

because

Roll the dice if you score:

1. Write the word with your eyes closed
2. Use two pencils
3. Write it in capital letters
4. Write it with you non writing hand
5. Write it in the air
6. Write it in rainbow words

<https://www.random.org/dice/?num=1>

Super Spelling Strategies

- Make flash cards – stick the tricky ones around the house
- Look, say, cover, write, check
- Make a word game by writing the word in big letters on card, cut up the letters, children should remake the word.
- Write using ‘bath crayons’ on the tiles while having a bath!
- Paint the words in water on the ground
- Type out the words on the computer as a test.
- Make a wordsearch with several words in it, time your child finding them.
- Play catch with a ball, spelling out words as they catch.
- Use fridge magnets to spell the word
- Make a word train, changing one letter at a time

SPaG

Grammar is taught as a separate lesson each week but often combines with spelling and known as SPaG and links with all English lessons.

It includes areas such as punctuation and word classes.

The 2014 Curriculum of England expects a high standard of grammar at Year 3. This includes:

- *Using conjunctions to express time, place and cause*
- *Using adverbs*
- *Using prepositions*
- *Paragraphing their writing.*
- *Using the past tense of verbs*
- *Using inverted commas to punctuate speech*

Use the correct language – we will!

Preposition – a word or group of words that is used with a noun, pronoun or noun phrase to show direction

Conjunction – a word that joins words or groups of words

Word family – a group of related words that are formed from the same word

Prefix – added in front of a word, often changing its meaning

Clause – a group of words that contain a subject and a predicate (verb)

Subordinate clause – part of a sentence that does not make sense alone.

Direct speech – words actually spoken, demarcated by inverted commas

Consonant – a speech sound that is not a vowel

Vowel – a, e, i, o, u

Inverted commas – punctuation used to demarcate spoken words in text.

Handwriting

- At BSAK we use Penpals.
- One 20 minute handwriting lesson timetabled each week.
- In Year 3, children should develop their cursive handwriting style but need to know correct letter formation first.
- They should continue to use pencil while their style is developing.
- Correct pencil grip is vital.
- Children will receive intervention as required. Some may bring extra work home to practise.

Useful Websites

Reading:

<http://www.renlearn.co.uk/accelerated-reader/>

https://www.getepic.com/app/sign_in

General English:

http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/

<http://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>

<http://www.crickweb.co.uk/ks2literacy.html>

<https://www.studyladder.com>

Writing:

<http://www.pobble365.com/>

Thank You!

Thank you for taking the time to be here this evening.

The booklet is yours to support your work at home.

Feel free to contact your child's class teacher, should you need further clarification or support.



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