



PARK HILL  
JUNIOR  
SCHOOL

# LITERACY at PHJS

Welcome!



# Agenda



01

How reading is taught at PHJS

02

The importance of reading and how you can support your children

03

How writing is taught at PHJS

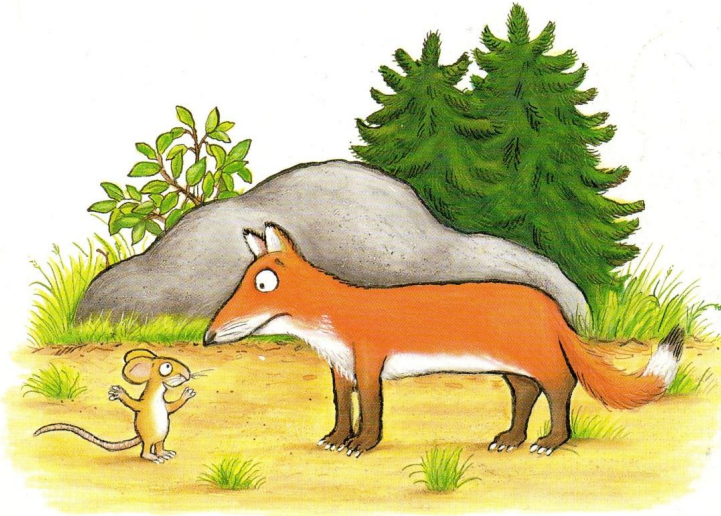
04

How Ea-shed is used to support spellings  
Q+A  
Class visit



What skills  
do we use  
when we  
read?

Chuaigh luch ar strae isteach sa choill  
Is bhuail le sionnach gan aon rómhoill.  
*‘Ar strae atá tú? Ó mo bhrón!  
Tar liom abhaile is íosfaimid lón.’*  
‘Nílím ar strae agus nílím ar fán –  
Tá coinne agam leis an nGarbhán.’



*‘Garbhán? Saghas éigin amadáin, an ea?’  
‘Amadán? An Garbhán? Ní hea, ní hea!’*



# What skills do we use when we read?



## Reading Vipers

**V**ocabulary

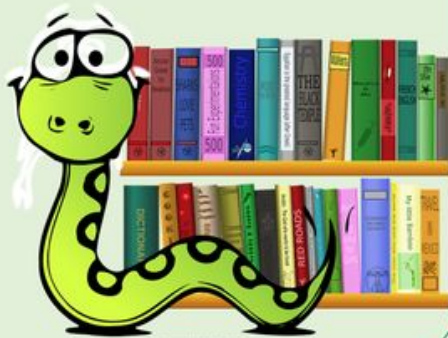
**I**nfer

**P**redict

**E**xplain

**R**etrieve

**S**equence or Summarise



Build independence  
so they reach for  
the stars and read  
and **understand**  
anything.





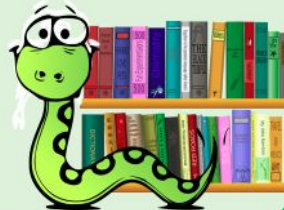
# KS2 Reading Vipers

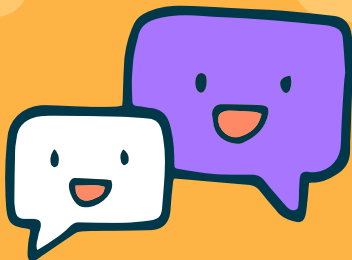
## Vocabulary

Find and explain the meaning of words in context

### Example questions

- What do the words ..... and ..... suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....





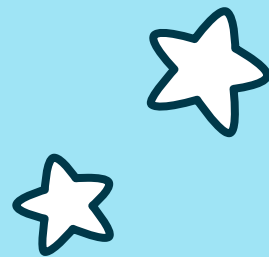
# KS2 Reading Vipers

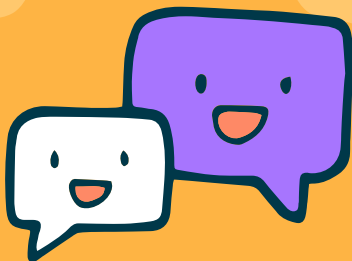
## Infer

Make and justify inferences using evidence from the text.

### Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of ..... show that they are .....
- How can you tell that.....
- What impression of ..... do you get from these paragraphs?
- What voice might these characters use?
- What was .... thinking when.....
- Who is telling the story?





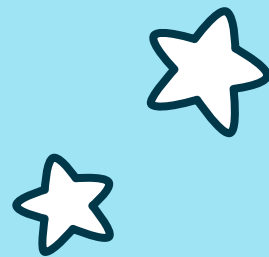
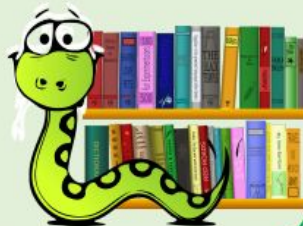
# KS2 Reading Vipers

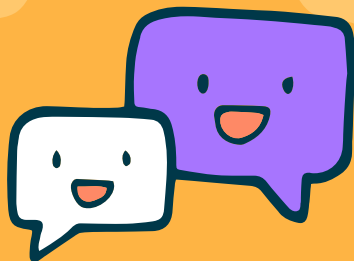
## Predict

Predict what might happen from the details given and implied.

### Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.





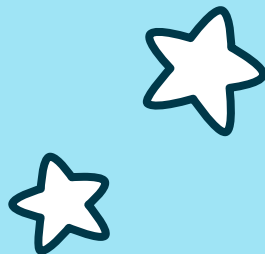
# KS2 Reading Vipers

## Explain

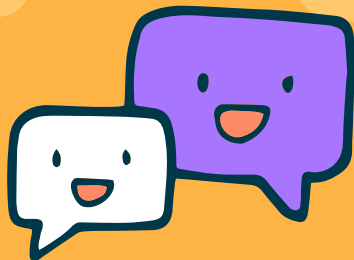
- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

### Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of ..... effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does ..... have on the audience?
- How does the author engage the reader here?
- Which words and phrases did ..... effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?







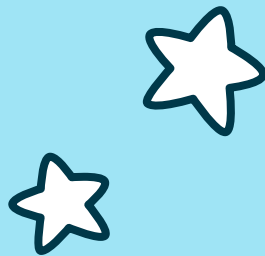
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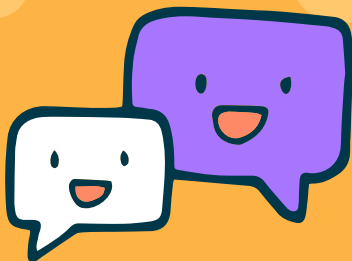
## Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

### Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did...?
- What happened to...?
- What does.... do?
- How ..... is .....?
- What can you learn from ..... from this section?
- Give one example of.....
- The story is told from whose perspective?





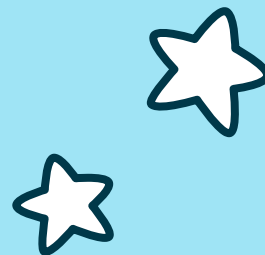
# KS2 Reading Vipers

## Summarise

Summarise the main ideas from more than one paragraph

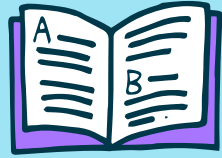
### Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after .....
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?





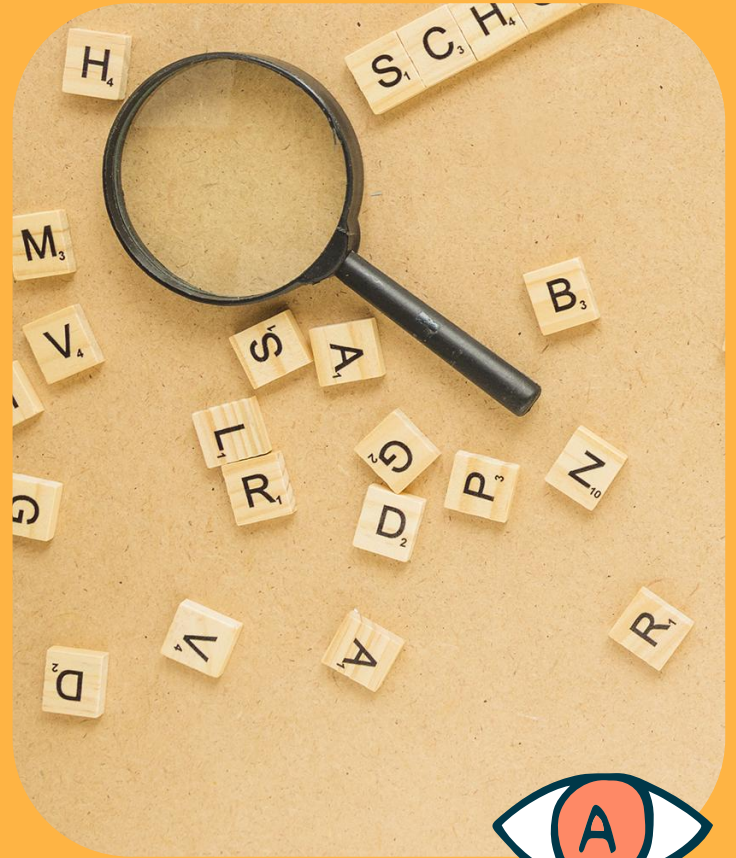
# Why should you read with your child?



Helping your child with reading at home helps them make more progress at school.

Children love parents to take an interest in what they are doing and your support can make a BIG difference.

If you help your child to practise the skills they have been learning at school, they are more likely to remember them.



# How to hear your child read

Hearing your child read can be stressful, especially when they make mistakes.

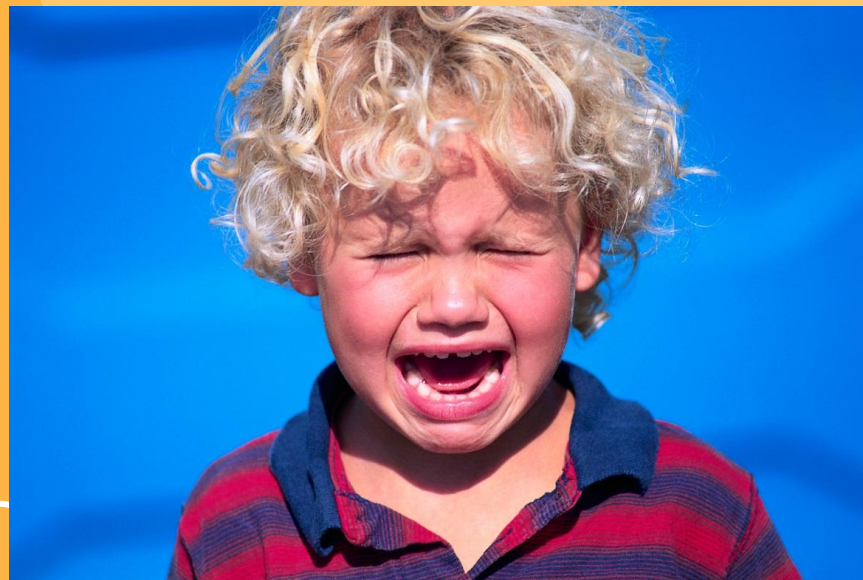


However it is important that this time together is enjoyable and successful.

**We want this...**



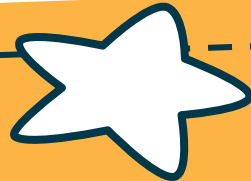
**But get this**



# Here are a few simple steps to follow



- Look at the book together and talk about the pictures
- Read the first couple of pages together
- Then let your child read on their own
- If your child can't read a word, give them a few seconds to work it out. Working out how to read tricky words is very good reading practise
- If they are still stuck, tell them the word and ask them to repeat it.
- When you have finished the book, talk about it together.





Reading is  
everywhere.  
Not just in books.



Reading other  
things is just as  
important....  
and fun







You can help your child to read the books sent home from school but there are other things you can read as well:



- The newspaper
- A hobby magazine
- T.V. subtitles
- Advertisements
- Road signs
- Shop signs
- Comics !



## At the shop

Labels

Checkout information

Special offers



## At the garage

Information at the petrol pump

How to use the car wash

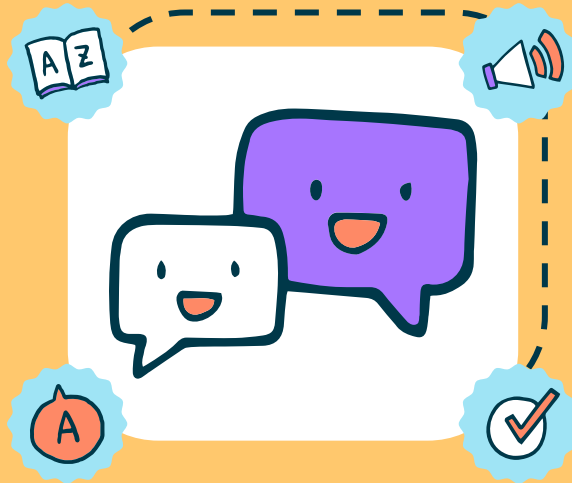
Safety instructions



# Reading with your child

Does not make them  
lazy about reading

Can be done in your  
home language



Shows them that you  
think reading is  
important

Makes sharing a book  
together fun

## So remember a **BIG** part of reading is talking



- Talk about the book before you start
- Talk about the pictures
- Talk about the book when you have finished

You should do this in the language with which you are most comfortable.



# The writing process...



Children are immersed in their writing through a variety of interactive and creative means often with cross curricular links

Plan, practise and write the skills taught with a focus on grammar, punctuation or spellings



Analyse the text type by identifying key features

Edit using green pen and publish





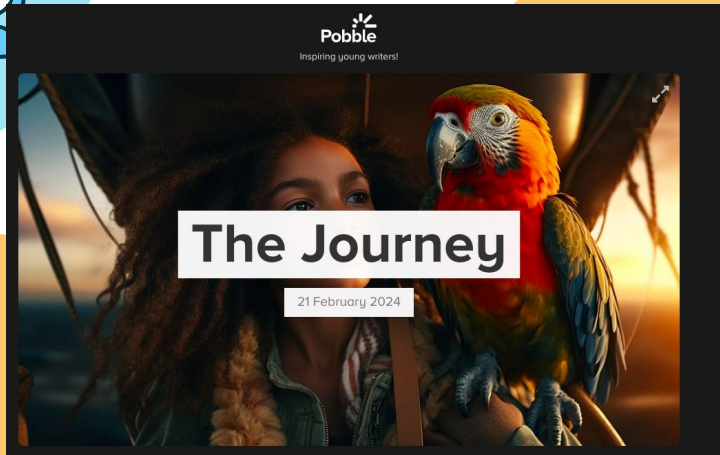
# Target sheets



<b>I am working towards the expected standard</b>	
I can write for a range of purposes and audiences by:	
Using expanded noun phrases for detail <i>very old grandma, brave woodchopper, strong paws</i>	
Using <u>co-ordinating</u> and subordinating conjunctions: <i>and, but, so, or, when, if, because</i> <i>They pulled and pulled the turnip... Badgers can dig well because they have strong paws.</i>	
Using the correct choice of present tense and past tense throughout my writing	<input type="checkbox"/>
Using full stops, capital letters, question and <u>exclamation marks</u> at the end of my sentences: <i>What a fantastic time we all had!</i>	
Using commas in a list: <i>You will need flour, eggs, sugar and water.</i>	
Apostrophes used to mark omission and singular possession <i>Do not = don't Mohammed's pencil.</i>	
Spelling most words correctly from the common exception words (Year 2) Adverbials: <i>First, Firstly, Next, After, Later</i>	
<b>I am working at the expected standard</b>	
Organising my paragraphs around a theme in stories, creating settings, characters and plot	
Using headings & subheadings to organise my information writing	
Using a wide range of conjunctions to add more detail and clauses to my sentences, including some of these: <i>When, because, before, after, while, if, whenever, once, as, unless, so, but, even if.</i>	
Using conjunctions, adverbs and prepositions to show time and cause (and place)	
Use adverbials: <i>First, Firstly, Before, After, Later, Also, In addition, On the other hand, Therefore, In conclusion, However, Soon, Meanwhile, As... The next day... Later... Carefully... Without a thought...</i>	
Choosing nouns or pronouns appropriately for clarity and to avoid repetition <i>him, he, his, she, her, hers, them, their, theirs</i>	
Using inverted commas (speech marks) to show direct speech	
Using the correct form of 'a' or 'an'	
Using the diagonal and horizontal strokes that are needed to join letters	
Spelling some words from my weekly spelling lists correctly and apply spelling rules we have learnt in class	
<b>I am working at greater depth within the expected standard</b>	
Using apostrophes to mark singular and plural possession (belonging to) <i>They crept into Minos's great labyrinth, they tied the children's coats</i>	
Using noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases <i>...the dark and gloomy cupboard under the stairs...</i>	
To use commas to mark fronted adverbials <i>Without a sound, ... Although she was scared,</i>	
Spelling most words correctly from the common exception words (Year 3 and 4)	

# Golden rules for writing at home...

- Plenty of praise
- Allow them to read it out loud to you
- Let them see the different types of writing you do
- Don't bribe a child to write or read
- Allow different forms of writing
- Avoid picking up on mistakes
- Come and speak to us



## Free writing

Every week children are given the opportunity of being creative and spending time on practising all the skills they have learnt in lessons, but most of all, fall in love with writing!

<https://www.literacyshed.com/>  
<https://app.pobble.com/lessons/preview/de11470c>





Stage 4	Autumn 1
Objective	<b>Step 1:</b> <b>Words that are homophones</b>
Words	accept, except, knot, not, peace, piece, plain, plane, weather, whether
Objective	<b>Step 2:</b> <b>Words with the prefix 'in-' meaning 'not'</b>
Words	inability, inactive, inadequate, incorrect, incurable, indefinite, inelegant, inflexible, insecure, invisible
Objective	<b>Step 3:</b> <b>Words with the prefixes 'il-', 'im-' and 'ir-'</b>
Words	illegal, illegible, immature, immortal, impossible, impatient, imperfect, irregular, irrelevant, irresponsible



**Each child has a list of weekly spellings stuck into their planners. The same list is taught in spelling lessons x2 a week.**

#### Examples of list titles:

- Words with the prefix 'inter-'
- The /r/ sound spelled 'wr'
- Words ending in '-ible' or '-able'
- The /j/ sound spelled 'g'

# How are spellings taught in lessons?



Whole Group

## Syllable and Phoneme Maps



25.7



Syllables are separated by long syllable breaks.

adorably  
a|dor|a|bly

4

a d o r a b l y

7 phonemes

believably  
be|liev|a|bly

4

b e l i e v a b l y

9 phonemes



Independent

changeably  
change|a|bly

3

ch a n g e a b l y

8 phonemes

Add a phoneme to each box. Digraphs make one sound so they should occupy the same box. Then count the number of phonemes.



# How are spellings taught in lessons? Context

plain/plane

I used a \_\_\_\_\_ piece of paper to sketch the landscape.

accept/except

All classes went swimming \_\_\_\_\_ Year 1.

weather/whether

Imogen was deciding \_\_\_\_\_ she should go to the party or not.

Think carefully because the homophones have different meanings.



not

knot

peace

piece

Each child ate a \_\_\_\_\_ of fruit at break time.

Harry did \_\_\_\_\_ want the piece of pizza with mushrooms on it.

My shoelaces were tied in a double \_\_\_\_\_.

He felt at \_\_\_\_\_ as he watched the sun set over the sea.

# How are spellings taught in lessons?



Whole Group

Etymology  
**comfortably**



25.4

To help us, we need to look at the etymology of the word '**comfortable**'.

'**Comfortable**' and its meaning began in the mid 14<sup>th</sup> century where it meant 'affording mental or spiritual comfort'.

It comes from the Anglo-French and Old French word **confortable** meaning 'comforting; pleasant, agreeable'.

**Comfortable** comes from the Old French word **conforter** meaning 'to comfort, to solace; to help, strengthen'.

This comes from the Late Latin word **confortare** meaning 'to strengthen much'.

**comfortably**

The Latin prefix **com** meaning 'with/together'.

From the Latin word **fortis** meaning 'strong'.

Suffix '**ably**', meaning 'capable of'.

The Latin word **fortis** meaning 'strong' also gives us the following words:

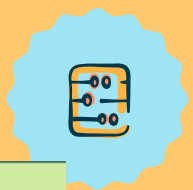
- **Effort** - Showing strength to achieve something.
- **Forte** - A musical term meaning to play loud or strong.
- **Fortify** - To strengthen something, possibly from attack.
- **Fortitude** - The strength or courage to do something.

# Games can be played at home or at school



Games are assigned by teachers based on the spelling rule of that week. Children are also asked to complete an activity at home. At the end of the week, they are given an online spelling test.

# Q+A



**At home**

- Hearing stories, poetry and other texts
- Writing and spelling practice
- Talking about new topics with adults and peer
- Reading at home
- New experiences
- Encouragement of speaking in full sentences and correct grammar

**Writing**

**In school**

- English lessons
- Learning stories, poetry and non-fiction pieces
- Spelling lessons
- Guided Reading
- Listening to class readers
- Oral rehearsal
- Editing skills
- Feedback
- Independent writing
- Shared and Guided writing

