

KS2 Parent Workshop

Reading and Writing

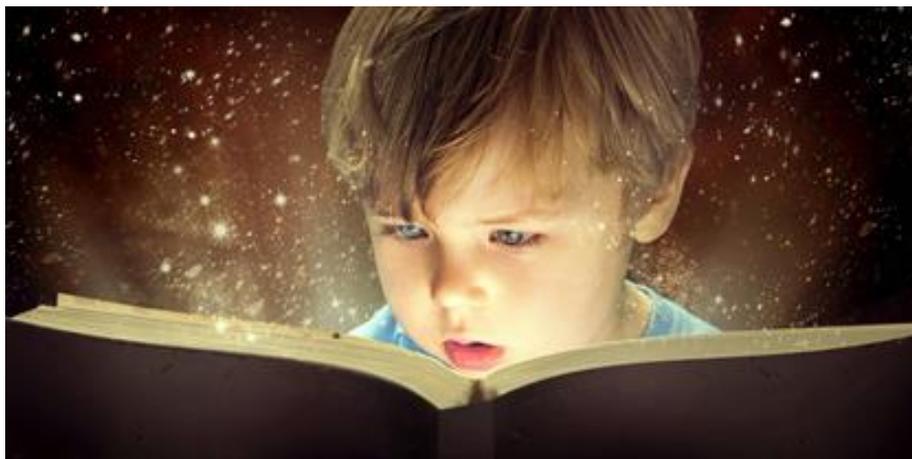


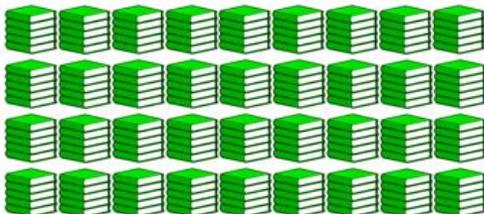
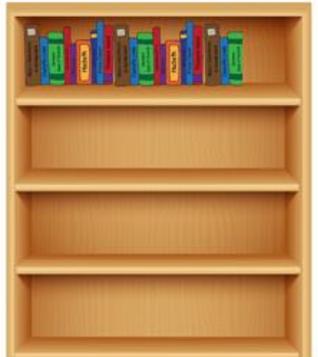
Reading

- How can I support with reading at home?
- What do the colour bands mean?
- What should my child be able to do at the end of each Year?
- What is the Reading Bucket List?
- How is reading taught at school?

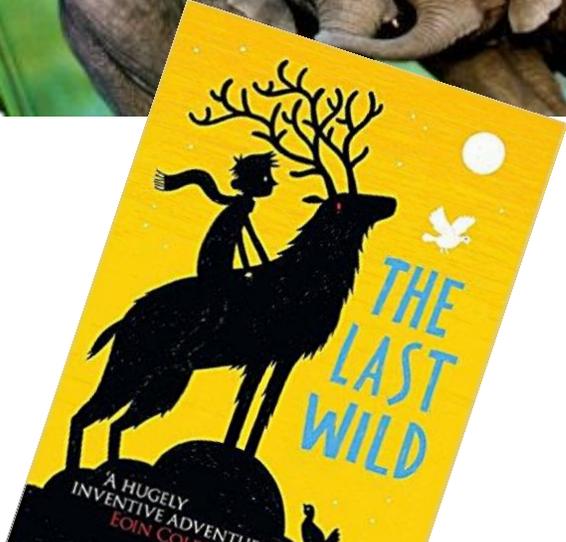
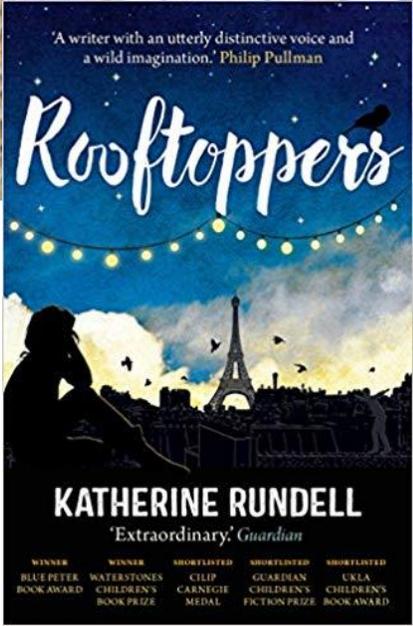
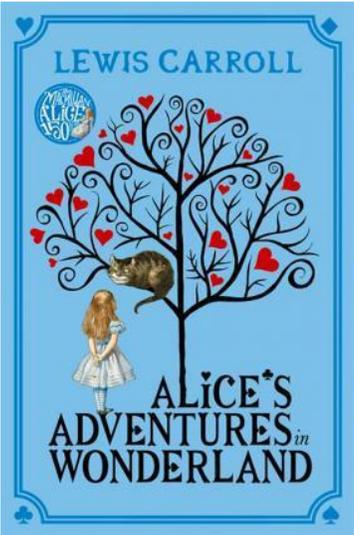
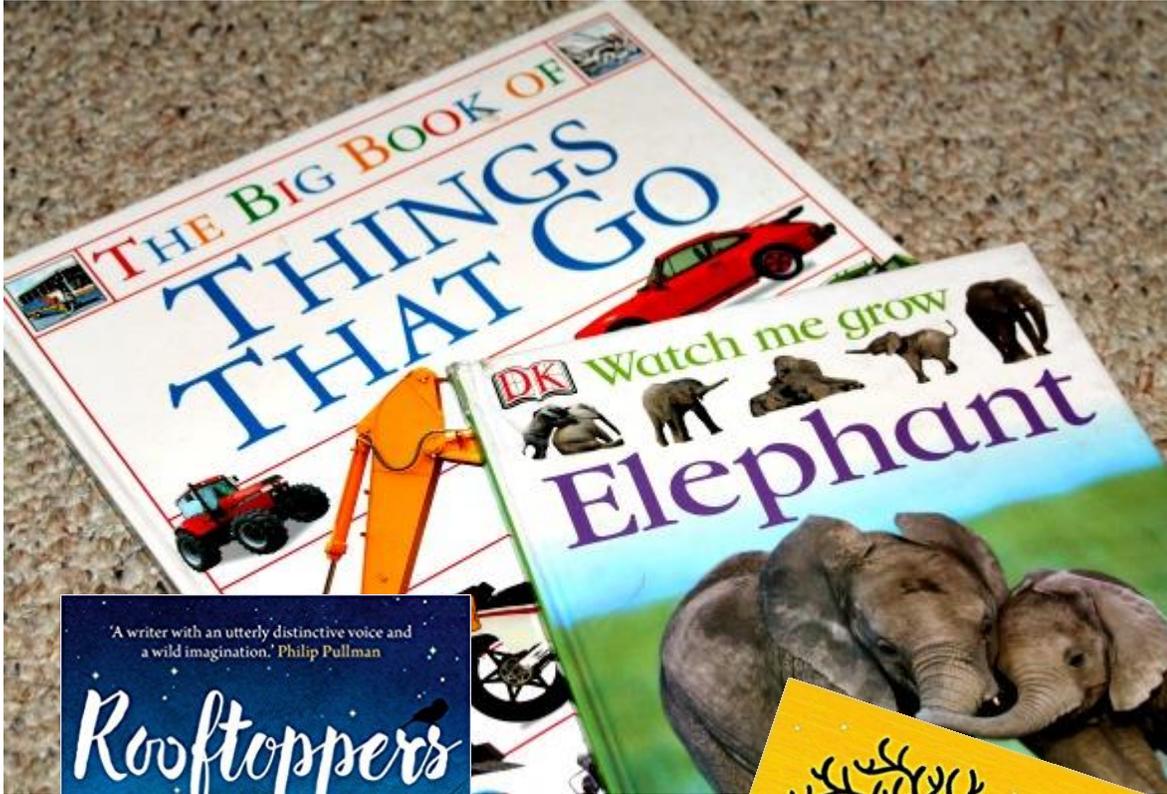
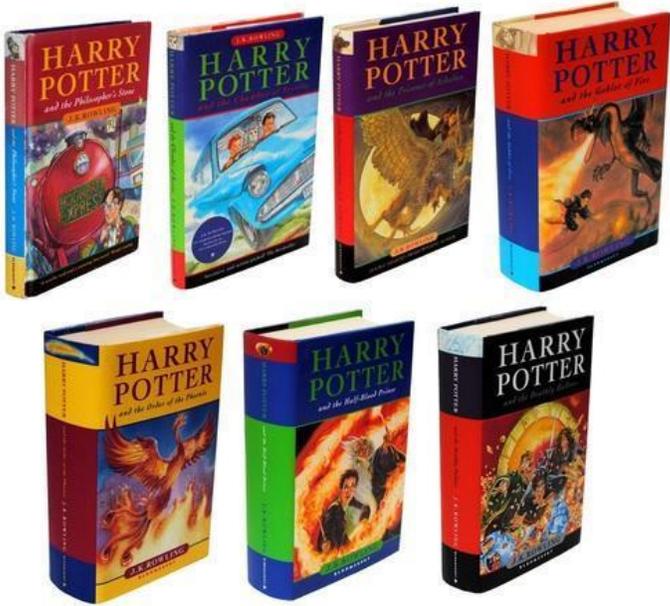
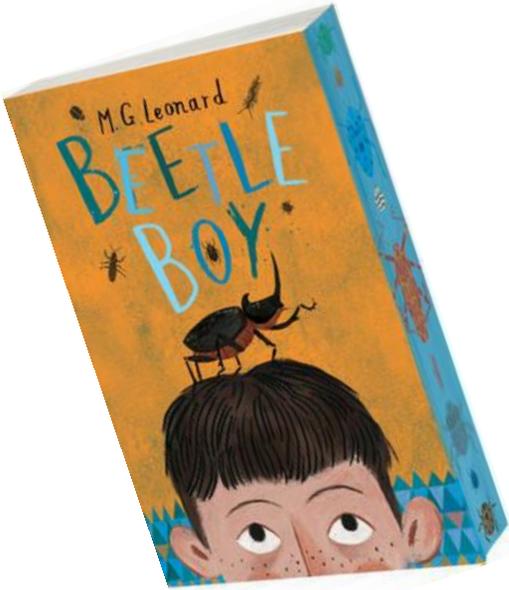
Why is it important to read at home?

- Hearing your child read every day helps them with their decoding skills.
- Reading stories to your children can help develop their love of reading and increases their vocabulary significantly.



Child A reads for 20 minutes per night, 5 times a week 	Child B reads for 4 minutes per night...or not at all 
In one week: 100 minutes of reading 	In one week: 20 minutes of reading 
In one month: 400 minutes of reading 	In one month: 80 minutes of reading 
In one school year (9 months): 3,600 minutes of reading 	In one school year (9 months): 720 minutes of reading 
By the end of year 6: 28,800 minutes of reading (80 school days) 	By the end of year 6: 5,760 minutes of reading (16 school days) 

Range of texts and genres



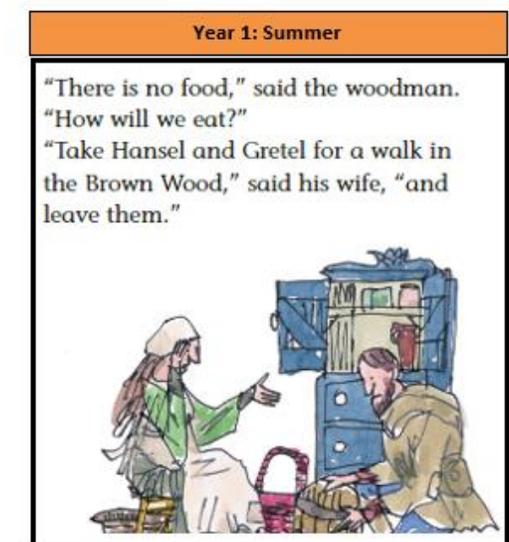
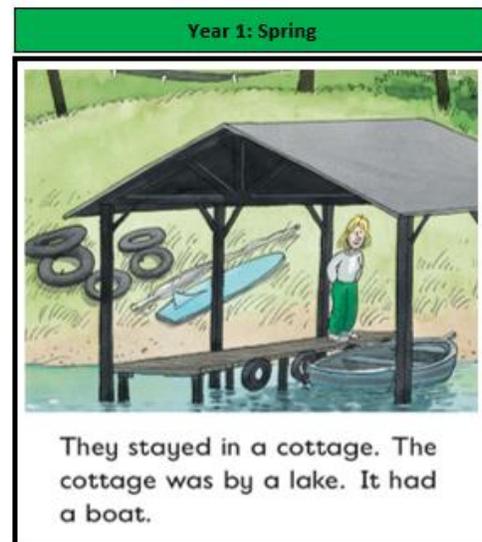
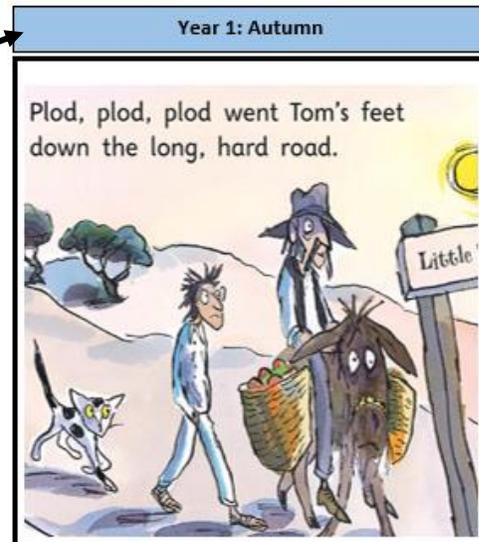
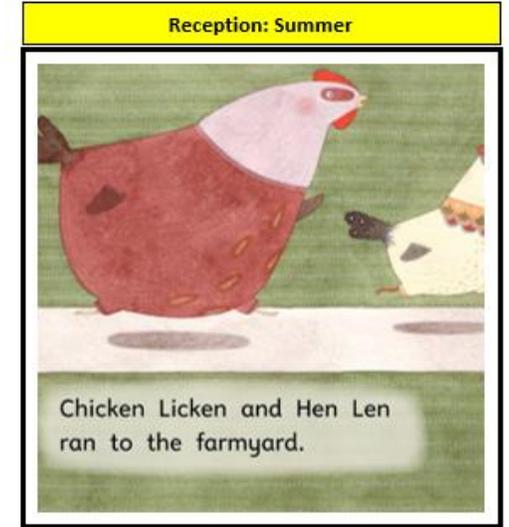
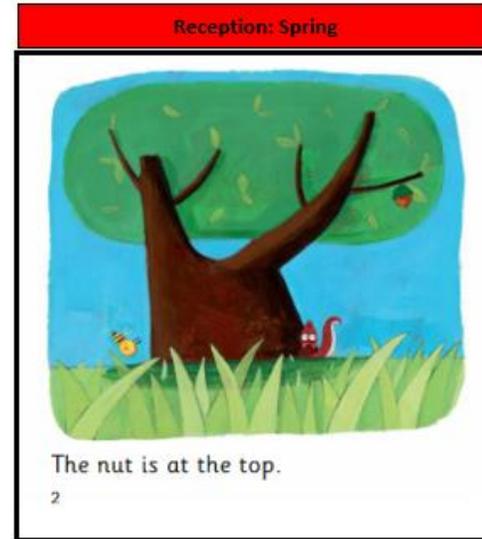
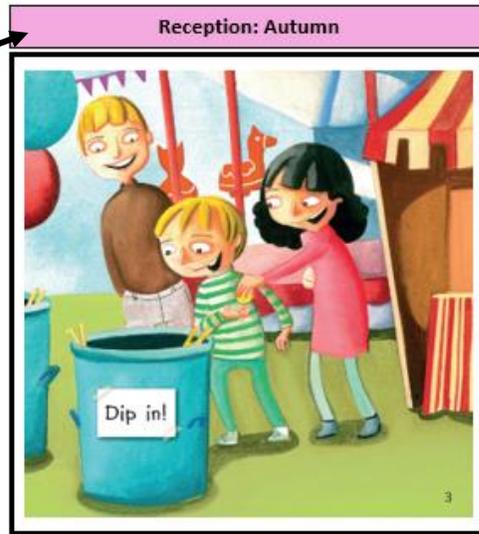
Audio Books/ Hearing Stories Aloud



What do the colour bands mean?

Pink
Red
Yellow
are books
for
reception
children

Blue
Green
Orange
are books
for Year 1
children



What do the colour bands mean?

turquoise
purple
gold
are books for
Year 2
children

white
lime
copper
are books
for Year 3
children

Year 2: Autumn

The King was delighted and summoned Lily to the castle. There, he took her to a turret and showed her a bale of straw.



"Spin it into gold by morning and you may marry my son," he said. Then he locked the door.

Year 2: Spring



The children were excited. They were going to take part in a play. It was all about the history of the town. The play was going to be held in the park, and the children had to rehearse their scene.

"I hope we don't forget what to do," said Chip.

Year 2: Summer



As soon as Max stepped off the ship, his whole body felt heavy.

Tiger slumped down next to him. "My arms and legs feel like concrete," he groaned.

"You need to adjust your suits to adapt to the planet's gravity," Seven called from the exit hatch.

Year 3: Autumn

Taking Flight

The wind lifts my wings,
I trace the edge of land and sea,
then cross the ocean to another coast
I am skimming the sky.



The Arctic tern leaves Antarctica and flies north towards the Arctic. It doesn't fly in a straight line, though! First it follows the coast of Southern Africa. Then it flies across the Atlantic Ocean to the coast of South America.

Year 3: Spring



"Here's a letter for you all," said Mr Cox. "Don't lose it and don't forget to give it to your parents. There's good news inside."

Lenny wanted to know what the good news was. He rushed across the playground to meet his mum.

"Quick! Open this letter," he said.

"Mr Cox says there's good news inside. 'Say hello to me first' laughed his mum, but she opened the letter. She read it and told him. 'Class 3 is going to have football lessons. Next week. The school will lend you some boots.'

Year 3: Summer



The meeting was held that night at the tree of Milton Grizzlefur, the cleverest monkey in all of Monkey Land.

He doesn't look clever though. That's because he spends all day in a tyre hanging from an old tree.



At last he opened one yellow eye. "Ah, yes, as I was saying," he said, his grey whiskers looking a bit like a human's beard.

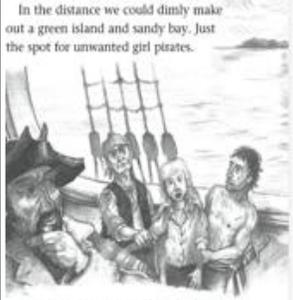
"You weren't saying anything at all," I thought. But I kept quiet about it.

What do the colour bands mean?

Topaz
 Ruby
 Emerald
 are books for
 Year 4
 children

Sapphire
 Diamond
 Pearl
 are books
 for Year 5
 children

Year 4: Autumn



In the distance we could dimly make out a green island and sandy bay. Just the spot for unwanted girl pirates.

As the ship sailed in close to the bay, a couple of us sailors went to toss Grace overboard. But she pushed us away, shouting to the crew, 'Is none of you man enough to stick up for me?' Now, though we were scared of Cutthroat, we weren't all cowards. I couldn't help myself.

'If we chuck her into the water,' I said, 'the sharks'll get her. Even if she makes land, she'll starve to death. Let's leave her be. We could drop her at the next port.'

Cutthroat would have none of it. But Grace was not going to give in without a fight.

'Where was your captain last night? Dead drunk!' she cried. 'You could have all been drowned, for all he cared.' She gave me a grateful look. 'Why don't you listen to the mate?'

'Right, girl,' yelled Cutthroat above the wind, 'when we reach the bay you'll swim for it - see who makes land first, you or the sharks!' He gave a cruel laugh.

Year 4: Spring

But the boys took no notice. Exploring bomb sites was an exciting game, and escaping from Old Tin Hat made it even better.

'Do you think he's scared?' asked Jack.

'No, not Old Tin Hat. He's got no feelings,' said Harry. 'Keep your head down, Jack, we don't want him to see us. You know what he's like - he'll start yelling.'

Old Tin Hat moved away to check some ropes, and the boys pulled themselves to the edge. They had another look at the bomb.

'Why doesn't the bomb disposal come?' asked Jack.

'Too busy,' said Harry. 'They won't defuse this until the morning. Not much to blow up here anyway - most of it's already gone.'

Harry was right. As the brothers gazed round them, they saw heaps of rubble and big holes everywhere. Bits of walls were standing, many of them scorched black by fire. Here and there, scraps of once lovely curtains hung limp and sad.

Harry pointed towards the river. Some seagulls were having a party on an ancient piano which had landed down near the water. A chair was perched crazily on someone's chimney. Earth and brick dust covered everything.

Suddenly Jack felt cold.

'Aw! Come on, Harry. Let's go.'

As the boys scrambled down to the street below, Old Tin Hat spotted them.

'Hoi, you boys!' he shouted.

He waved his arms at a notice -



Year 4: Summer

Mission impossible?

Dr Richard Jones is sitting at his computer in the offices of Animals in Danger, looking worried.

'What is it, Dad?' asks Mark.

'It's this email,' says Richard. 'It's the third request for help I've had today.'

'So what are you going to do?'

'I'm not sure we can do anything,' says Richard. 'If it wasn't for this,' he says, tapping the plaster on his leg. 'Liam and I could go.'

Liam is Mark's older brother. He has been on lots of expeditions to help animals that have been in danger. But Richard has a strict rule that no one ever goes on a mission on their own. In fact, Richard has written a book called *Animals in Danger Safety Handbook*.

'Something does have to be done ASAP,' says Richard, 'or it will be too late.'

'You could always send me!' Mark says, half joking, half hoping.

'That's not such a bad idea,' Liam replies, coming into the room. 'I could teach Mark how to stay safe and help the animals at the same time.'

Richard looks unconvinced.

'Come on, Dad,' urges Liam, 'I'm eighteen. I've led loads of missions. You know I'll look after Mark.'

'I know,' says Richard, 'but ...'

'Please, Dad,' begs Mark.

'If we don't go, who will?' says Liam.

Mark holds his breath.

'OK,' Richard says at last. 'But make sure Mark stays with you at all times and that he reads that book of mine before he goes!'

'Thanks, Dad!' Mark grins. 'I won't let you down.'

Richard hands Liam some files. 'These are your missions,' he says.



Year 5: Autumn



'Of course. And the second thing?'

'The murdered man was heard to say "Careful" before he knew his son was anywhere near. The law depends upon such things!'

Bolton closed his eyes and would say no more.

CHAPTER 3

The Scene of the Crime

The following morning we set off for Barkeley Farm and the Broomfield Pond. As the carriage descended down the country lanes, Bolton turned to me.

'One other interesting fact, Watson. Mr McCarthy lived at Barkeley Farm, was he?'

'How very generous of Mr Turner,' I replied. 'But then, they were friends from Australia.'

'Does it not seem odd, though? McCarthy, who had so little of his own, talked of marrying his son to Turner's daughter. He talked of it in a very confident way - but I have discovered that Turner himself was against it.'

'It did seem odd but I could believe nothing from it. We were armed at the farm, a comfortable-looking two-story building. The maid, at Bolton's request, showed us the house McCarthy had been waiting. She also found a pair of his son's boots.'

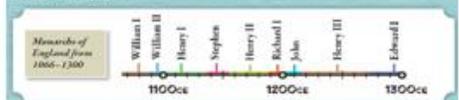
Year 5: Spring

LEARNING FROM THE PAST

Let's look at some real-life sieges from the 13th century. How well did the castle defences work? What tactics did both sides use? This could help us when it comes to designing your castle.

Setting the scene

After the Battle of Hastings in 1066 and the Norman Conquest, King William I had conquered the Saxons and ruled over England and Normandy - an island the next five kings who came after him. There followed many battles between England and France: the English kings tried to take over large areas of France and the French kings tried to reclaim their lands.



Kings relied on noblemen to fight battles and defend lands on their behalf. William the Conqueror had made lots of his Norman followers into nobles called 'barons' and they built strong castles in order to show off their power and keep control of the people. But because the barons were so powerful, it was important to keep them happy - which not every king managed to do ...

So, in the 13th century the English kings were fighting battles against France and sometimes fighting against their own barons too. Let's look at some of the sieges which took place in the 1200s to learn more and to see how having good castle defences can change the course of history!

Year 5: Summer

rence, his beak open. Was he shot, shot in mid-scream, as he began to sing, his raucous tune scarcely begun? He sways, his feathers still catching the wind even in death, his family and friends cawing in their grief and anger from the high elm trees above us. I am not sorry for him. It could be him that dove away my robin and emptied her nest of her eggs. My eggs. Five of them there had been, live and warm under my fingers. I remember I took them out one by one and laid them in the palm of my hand. I wanted them for my tin, to blow them like Charlie did and lay them in cotton wool with my blackbird's eggs and my pigeon's eggs. I would have taken them. But something made me draw back, made me hesitate. The robin was watching me from Father's nose bush, her black and beady eyes unblinking, begging me.

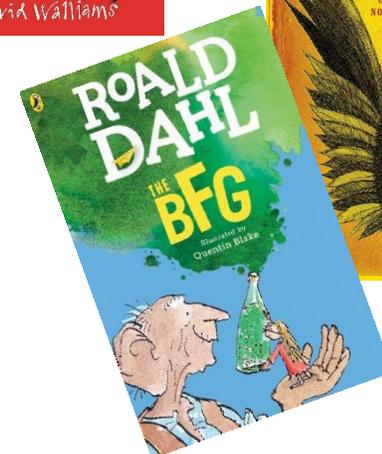
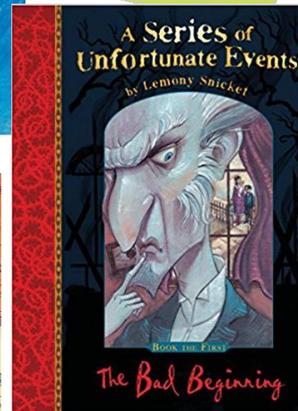
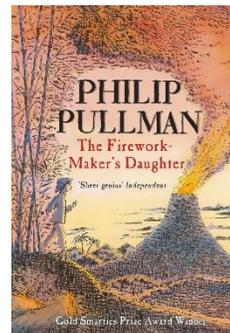
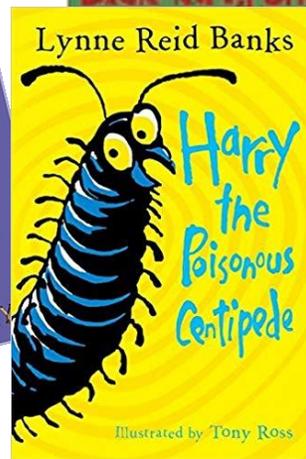
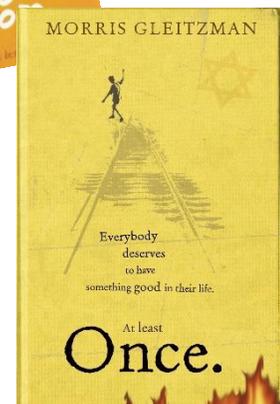
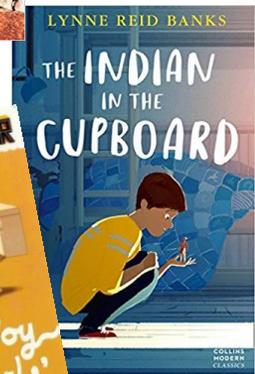
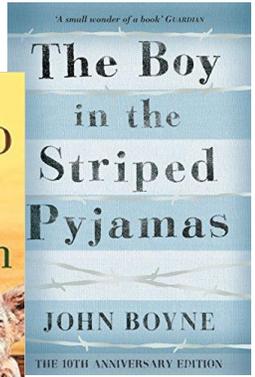
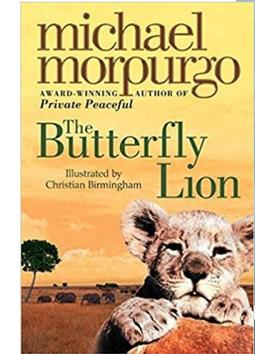
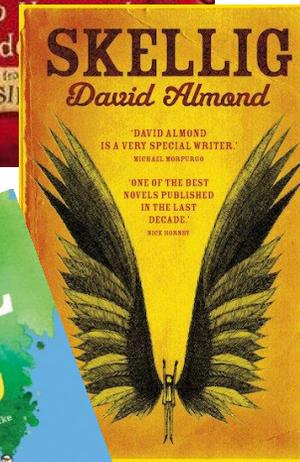
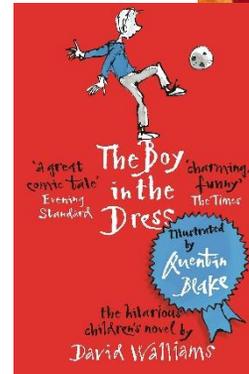
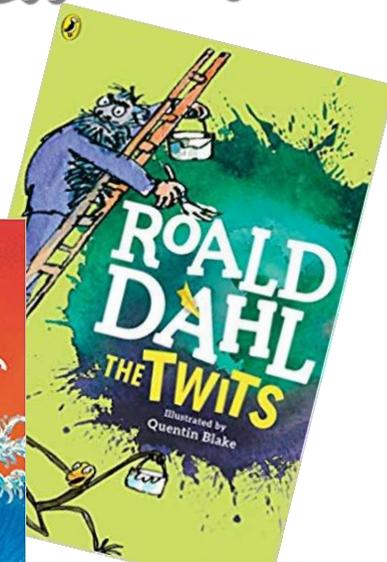
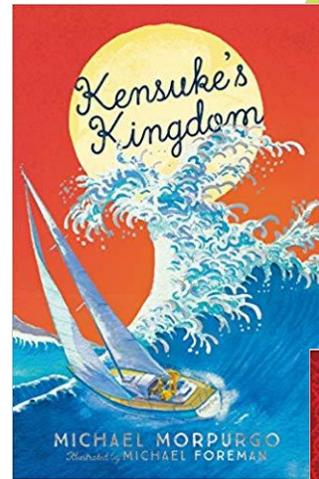
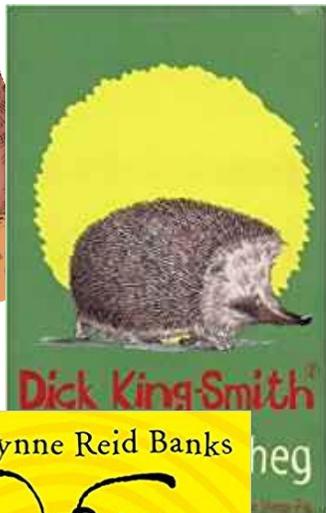
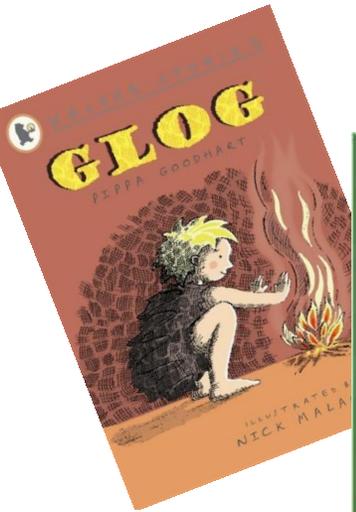
Father was in that bird's eyes. Under the rose bush, deep down, buried in the damp and wormy earth were all his precious things. Mother had put his pipe in first. Then Charlie laid his hobnail boots side by side, curled into each other, deeping. Big Joe knelt down and covered the boots in Father's old scarf.

'Your turn, Tommo,' Mother said. But I couldn't bring myself to do it. I was holding the gloves he'd worn the morning he died. I remembered picking one of them up. I knew what they did not know, what I could never tell them.

Mother helped me to do it in the end, so that Father's gloves lay there on top of his scarf, palms uppermost, thumbs

Whole Class Reading

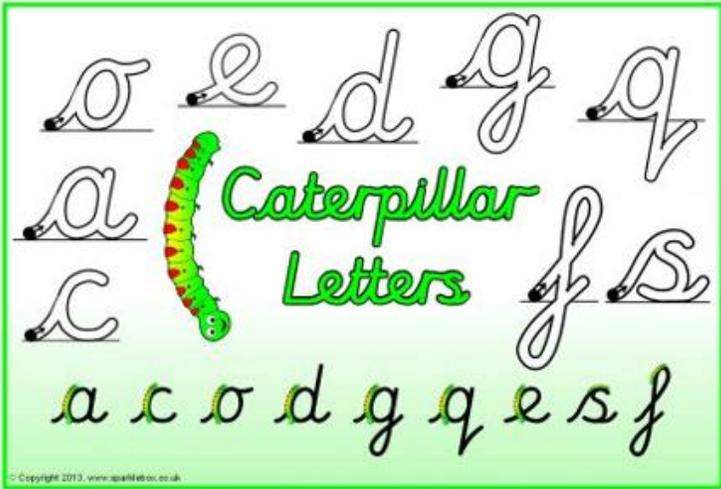
Year 3 Year 4 Year 5 Year 6



Writing

- How can I support with basic writing skills at home?
- What should my child be able to do by the end of each Year?
- How is writing taught at school?
- How can reading support my child's writing?

Handwriting

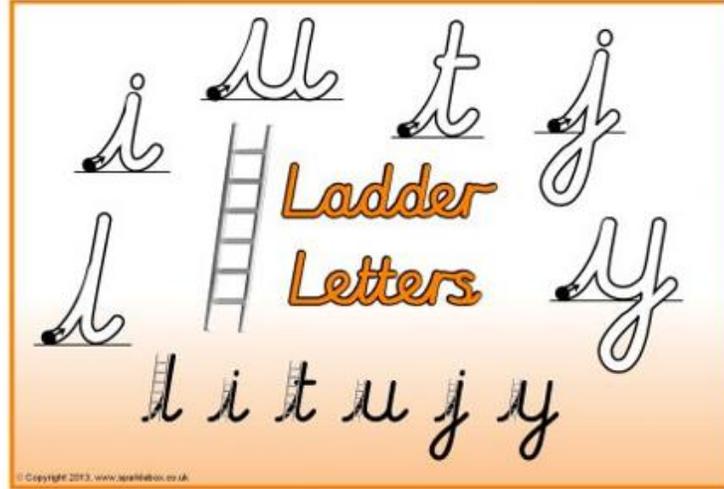


Caterpillar Letters

a c o d g q e s f

© Copyright 2013, www.spellab.co.uk

This block features a green border and a central illustration of a green caterpillar. The title 'Caterpillar Letters' is written in green. Above the title are cursive letters 'o', 'e', 'd', 'g', and 'q'. Below the title are cursive letters 'a', 'c', 'o', 'd', 'g', 'q', 'e', 's', and 'f'. At the bottom, the letters 'a c o d g q e s f' are written in a simple, dotted font for tracing.

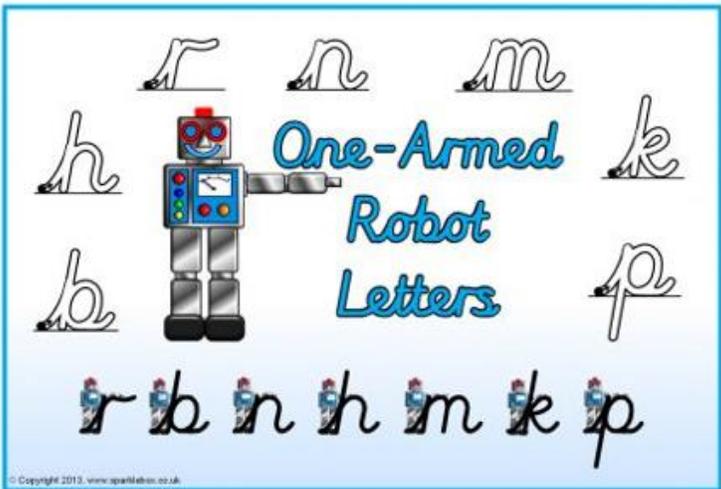


Ladder Letters

i t u j y

© Copyright 2013, www.spellab.co.uk

This block features an orange border and a central illustration of a ladder. The title 'Ladder Letters' is written in orange. Above the title are cursive letters 'i', 't', 'u', 'j', and 'y'. Below the title are cursive letters 'i', 't', 'u', 'j', and 'y'. At the bottom, the letters 'i t u j y' are written in a simple, dotted font for tracing.



One-Armed Robot Letters

r b n h m k p

© Copyright 2013, www.spellab.co.uk

This block features a blue border and a central illustration of a one-armed robot. The title 'One-Armed Robot Letters' is written in blue. Above the title are cursive letters 'r', 'b', 'n', 'h', 'm', 'k', and 'p'. Below the title are cursive letters 'r', 'b', 'n', 'h', 'm', 'k', and 'p'. At the bottom, the letters 'r b n h m k p' are written in a simple, dotted font for tracing.

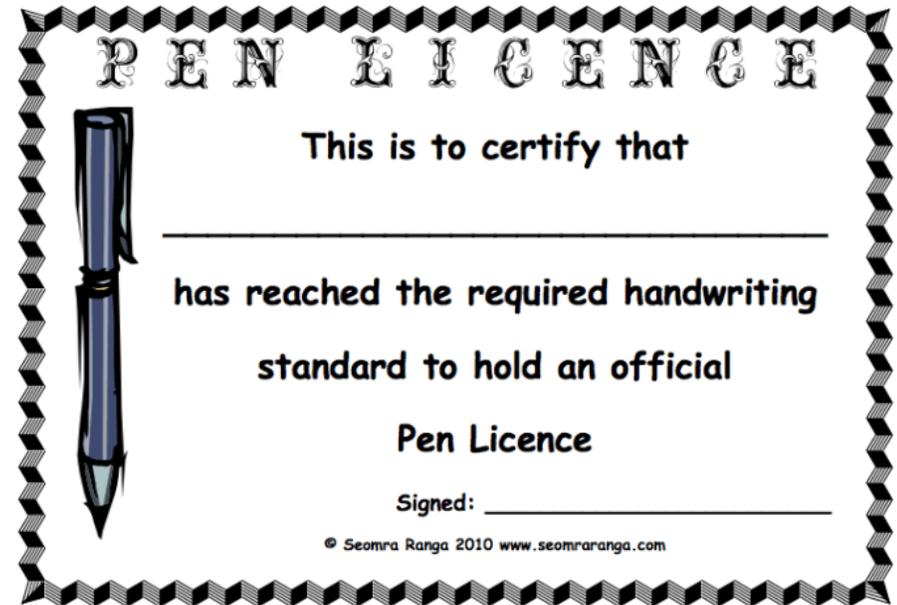


Zigzag Monster Letters

x w z

© Copyright 2013, www.spellab.co.uk

This block features a red border and a central illustration of a red monster. The title 'Zigzag Monster Letters' is written in red. Above the title are cursive letters 'x', 'w', and 'z'. Below the title are cursive letters 'x', 'w', and 'z'. At the bottom, the letters 'x w z' are written in a simple, dotted font for tracing.



PEN LICENCE

This is to certify that

has reached the required handwriting standard to hold an official Pen Licence

Signed: _____

© Seomra Ranga 2010 www.seomraranga.com

This block is a certificate template with a decorative black and white zigzag border. It features a blue pen illustration on the left. The text is centered and includes a blank line for a name and a signature line.

Spelling, Punctuation And Grammar (SPAG)



SpellBlaster

Try our new
spelling game



ttblast

Learn times
tables with our
fun game



KS1

Games for
learning KS1
arithmetic



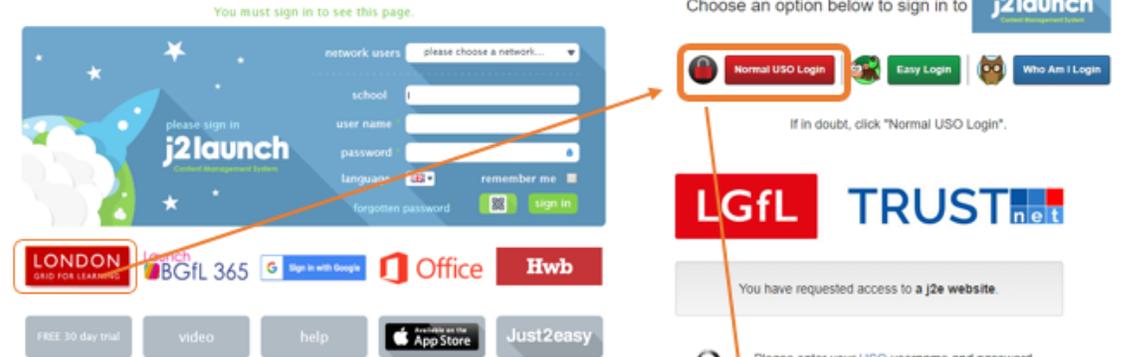
KS2

Games for
learning KS2
arithmetic

How to Login to j2e

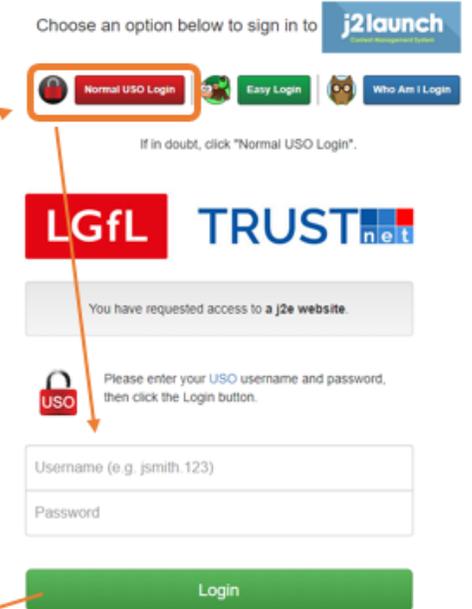
Connecting onto j2e

<http://www.j2e.com/>



Once you are on the website, go on 'Normal USO Login'.

Then log in with your username and password.



Once you have logged in, click on 'j2eblast'. Then complete any of the activities.

Marking Policy :
focuses on SPAG and getting the children to correct their own mistakes

SC: Conjunctions ✓ 😊

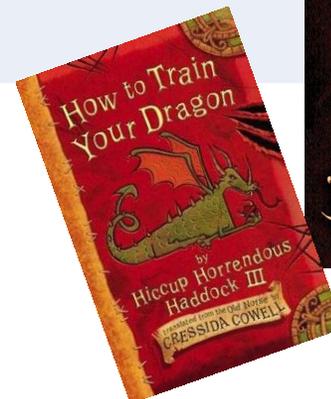
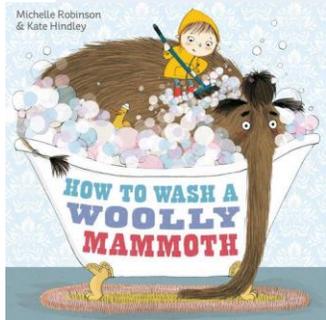
Adjectives some.

Adverbs

When I runned to the park it starts
, to rain which made me veree cold.
I put on my coat and glove and
then I felt better and warm and
snug. After the park James gave me a
, lift to sams house I dont like sam
, much as he alway eats my sweet!
, why me! Then I went home 4 o'clock.
very x3

Examples of Genres and Topics

Year 3	Year 4	Year 5	Year 6
Stone Age	Revolting People of Planet Earth	The Great Invaders	The Unexplained
<ul style="list-style-type: none"> • Instructions about how to wash a woolly mammoth • Letters to characters from stone age stories • Missing posters for stone age characters 	<ul style="list-style-type: none"> • Instructions about how to make gruel and bread • Letters to the Hunchback of Notre-Dame • Writing missing posters and letters for Oliver Twist 	<ul style="list-style-type: none"> • Letters and posters for Beowulf • Instructions about how to train a dragon (Vikings) • Writing their own versions of the Day of the Triffids 	<ul style="list-style-type: none"> • Debates about the Loch Ness Monster's existence • News paper reports of an alien sighting! • Instructions about how to trap a mermaid

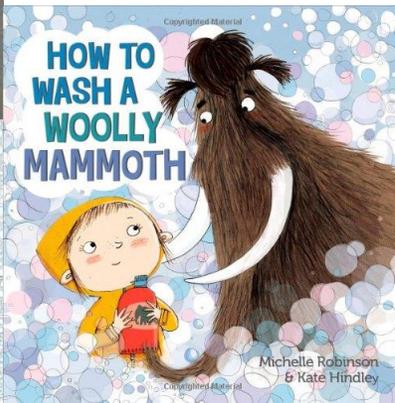




Year 6



Year 3



Year 4



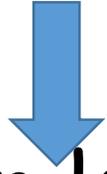
Year 5

5 Step Approach

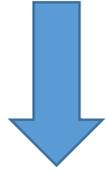
- Hook and examine the genre



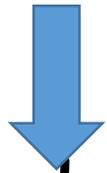
- Look at a rich model text



- Focus on key vocabulary and planning

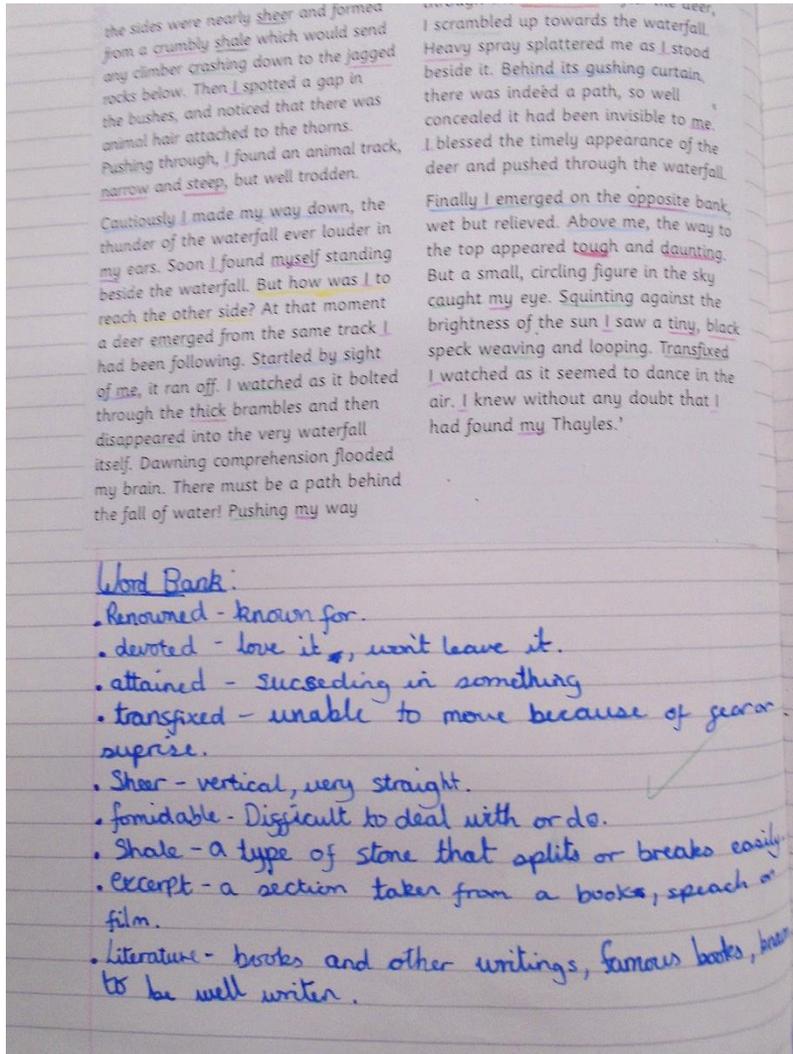


- Shared write (teacher and class)



- Independent write

Vocabulary Focus:



Precise Nouns

Church:

Turrets
Spire
Steeple
Lords house
Abbey
Monastery
Cathedral

Sky:

Heavens
Lid
Cap
Firmament

Roof:

Parapet
Canopy
Slate
Shelter
Crown
Chimney

Alley:

Snicket
Passage
Gully
Back street
aisle

Snow:

Sleet
Dust
Icing sugar
Frost
Blanket
Frozen rain

Examples of KS2 writing

with your help.

Year 3

Friday 11th January 2019
L.O: I can create a wanted poster.

- Adjectives ✓
- Similes ✓
- Adjective openers ✓
- Precise verbs ✓
- Subordinate clause ✓

(A) PA NA



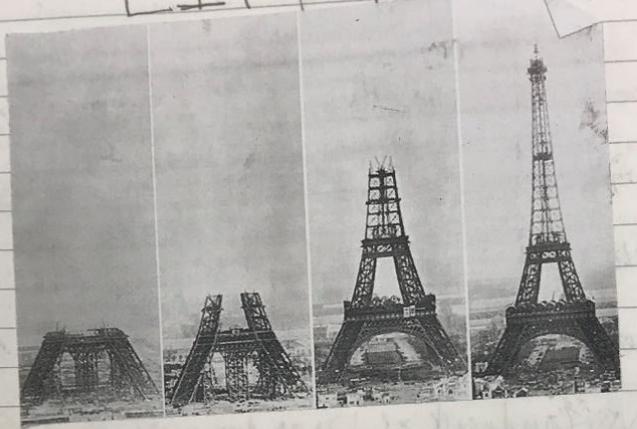
Have you seen in your sights a hungry, blood thirsty wolf? The animals are surrounded with dark ~~thick~~ ^{colours} ~~colours~~, which envelopes his body. K ribs like teeth are shown through his starving expression. If you get close to him you will be... GOBBLED UP. The wolf's eyes are as yellow as lemons they'll ~~probably~~ ^{possibly} be watching you. If you see him call Bob Hood the woodcutter.

Made me giggle 😊.

Year 4

Writing
LO: I can write a newspaper article about the Eiffel Tower
Fronted Adverbials
Punctuation 1? (A)

The Eiffel Tower



Finally, the symbol of France (the Eiffel Tower) has been built. It took 2 years to construct, it started in 1887 and ended in 1889. It was designed by Alexandre-Gustave Eiffel for the world.

Currently, the tallest landmark standing in France. Some people don't like it and say it's ugly and ugly. Other people do like it and say it's the symbol of France. It's a very narrow landmark and 100 workers had to use 18,000 pieces of iron!!

It is 300 metres high and it's twice as tall as the Pyramid of Giza. It was the tallest structure and was only meant to be a temporary building also meant to stay up for a little while. Now it's remembered as the symbol of France and the most famous building/landmark in France.



This sentence has five words. Here are five more words. Five-word sentences are fine. But several together become monotonous. Listen to what is happening. The writing is getting boring. The sound of it drones. It's like a stuck record. The ear demands some variety.

Now listen. I vary the sentence length, and I create music. Music. The writing sings. It has a pleasant rhythm, a lilt, a harmony. I use short sentences. And I use sentences of medium length. And sometimes when I am certain the reader is rested, I will engage him with a sentence of considerable length, a sentence that burns with energy and builds with all the impetus of a crescendo, the roll of the drums, the crash of the cymbals—sounds that say listen to this, it is important.

So write with a combination of short, medium, and long sentences. Create a sound that pleases the reader's ear. Don't just write words. Write music.

-Gary Provost