

KS2 Parent Workshop

Reading and Writing









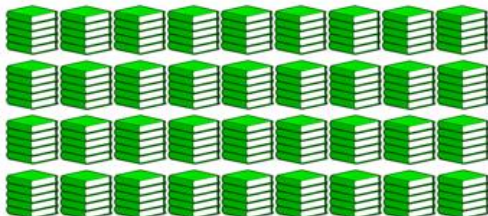



Reading

- 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.

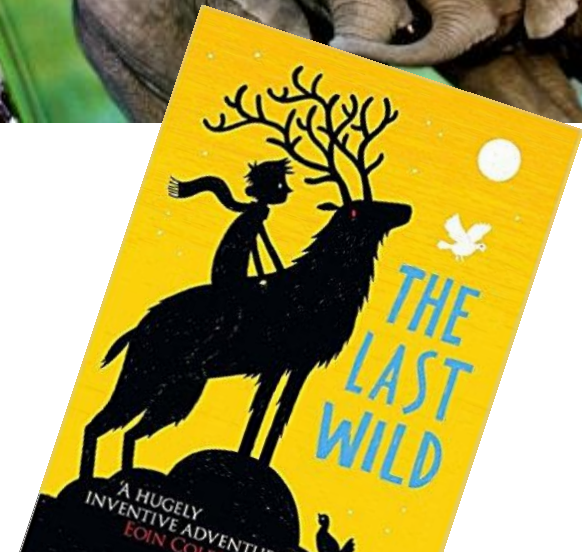
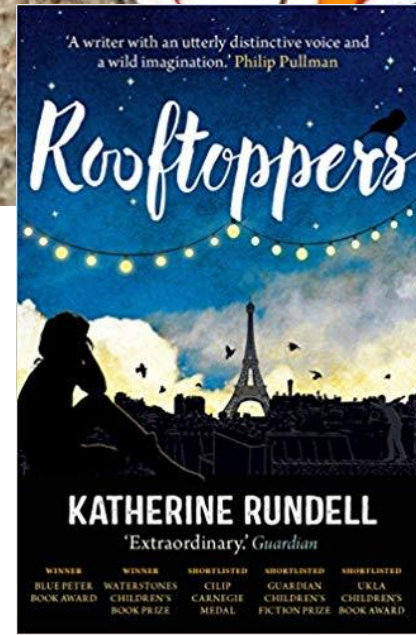
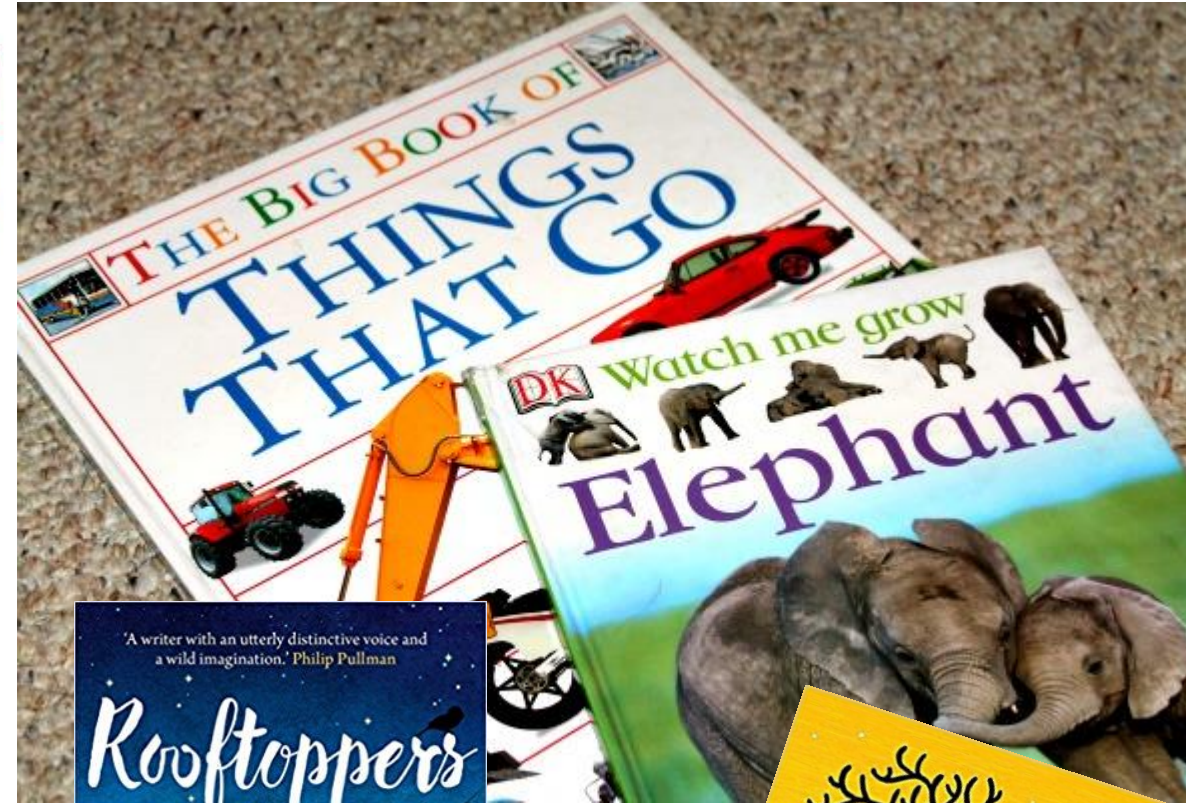
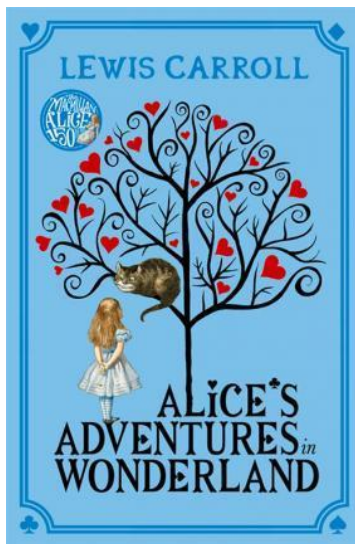
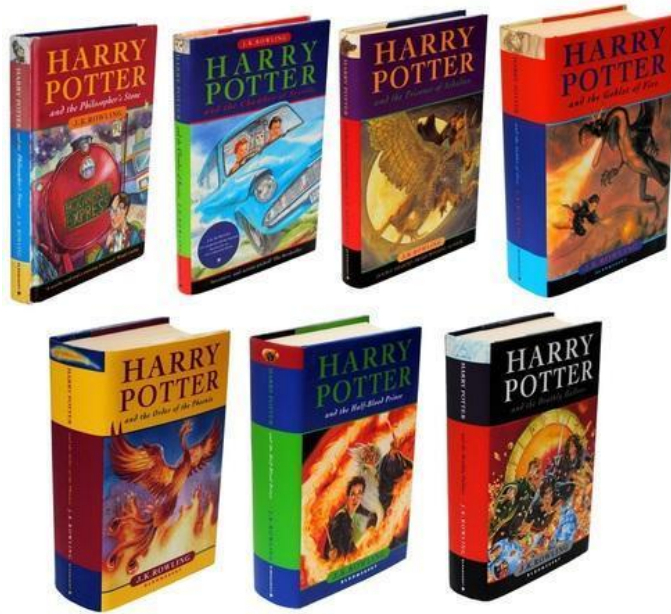


Child A reads for 20 minutes per night, 5 times a week		Child B reads for 4 minutes per night...or not at all	
In one week: 100 minutes of reading		In one week: 20 minutes of reading	
In one month: 400 minutes of reading		In one month: 80 minutes of reading	
In one school year (9 months): 3,600 minutes 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)	

Bucket List and Book Corners



Range of texts and genres



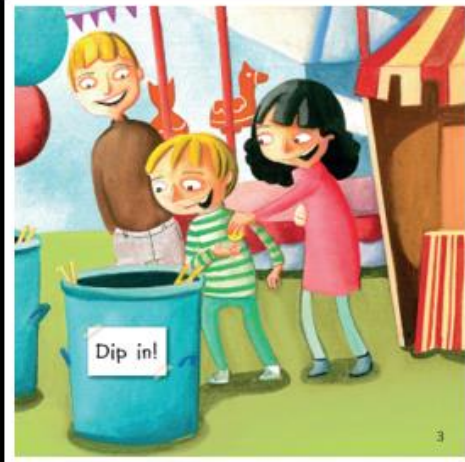
Audio Books/ Hearing Stories Aloud



What do the colour bands mean?

Pink
Red
Yellow
are books
for
reception
children

Reception: Autumn



Reception: Spring



The nut is at the top.

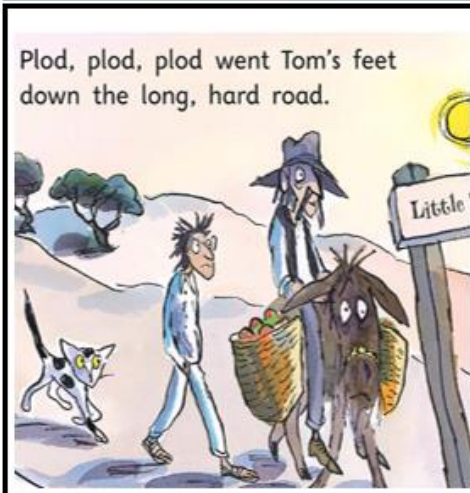
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Reception: Summer



Chicken Licken and Hen Len
ran to the farmyard.

Year 1: Autumn



Year 1: Spring



They stayed in a cottage. The
cottage was by a lake. It had
a boat.

Year 1: Summer

"There is no food," said the woodman.
"How will we eat?"
"Take Hansel and Gretel for a walk in
the Brown Wood," said his wife, "and
leave them."



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 head keeper, Mr Otterbrook, had lost his big bunch of keys. And a monkey had found them!

An urgent meeting was called about it.



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. There's because he spends all day in a tyre hanging from an old tree.

"I say it looks like he's fast asleep. 'No, no," says Mum. "Not asleep. Milton Grizzlefur is thinking!"

We all stood waiting for Milton Grizzlefur to wake up - I mean, to stop thinking.



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

Year 4: Autumn

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



'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.

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?'

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



say that she has a husband already in the Bermuda Dockyard!

'So there is no tie between them?'

'Suppose so – but a small comfort for being in prison on a murder charge.'

'But if he is innocent, who has done it?'

'Let me draw your attention to two things, Watson. First, the murdered man had an appointment with someone. That person could not have been his son. His son was away and he didn't know when he was returning.'

'Of course. And the second thing?'

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

Bullock closed his eyes and would say no more.

CHAPTER 5

The Scene of the Crime

The following morning we set off for Batterley Farm and the Bramble Pond. As the carriage bounced down the country lanes, Bullock turned to me.

'One other interesting fact, Watson. Mr McCarthy lived at Batterley Farm until his death.'

'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 went armed at the farm, a comfortable-looking two-story building. The maid, at Bullock's request, showed us the house McCarthy had been waiting. She also found a pair of his son's boots.'

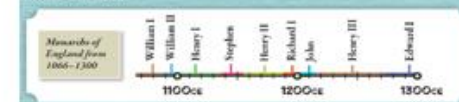
Year 5: Spring

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 – as did 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

ence, 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 rose bush, her black and beady eyes unblinking, begging me.

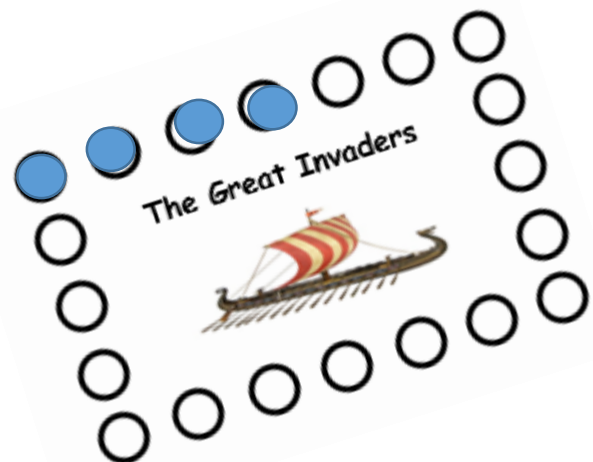
Father was in that bird's eyes. Under the rose bush, deep down, buried in the damp and wormy earth were all his precious things. Mother had put his pipe in first. Then Charlie laid his bobnail boots side by side, curled into each other, deeping. Big Joe knelt down and covered the boots in Father's old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

'Your turn, Tommie,' 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

Sapphire
Diamond
Pearl
are books
for Year 5
children

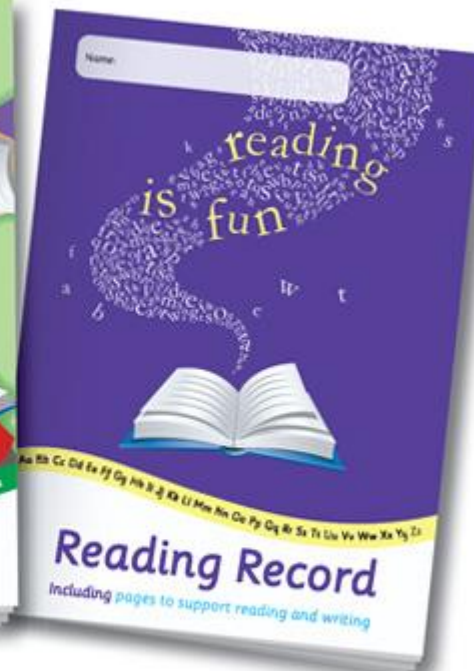
Reading Records



What do these words mean?



A series of horizontal lines for writing answers.



Whole Class Reading

Year 3

Year 4

Year 5

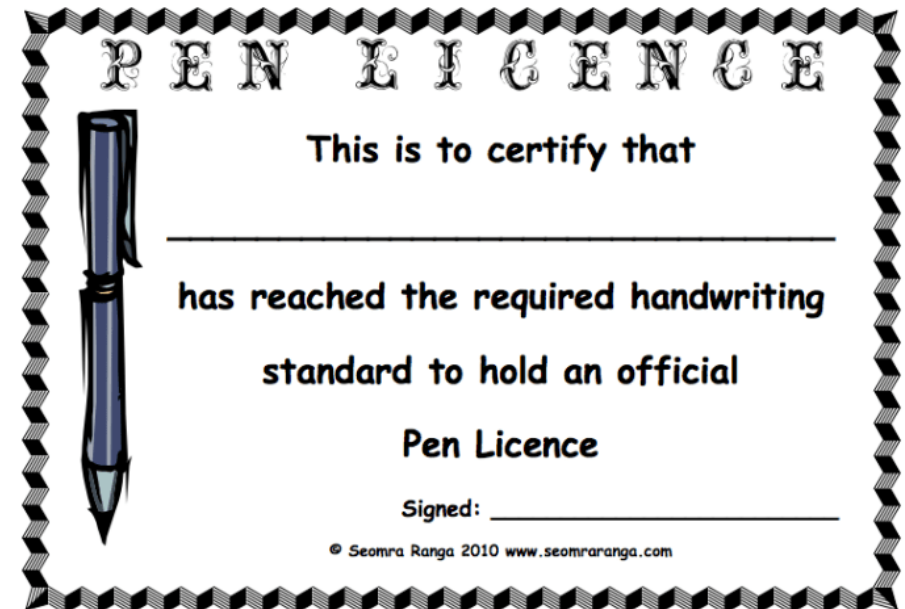
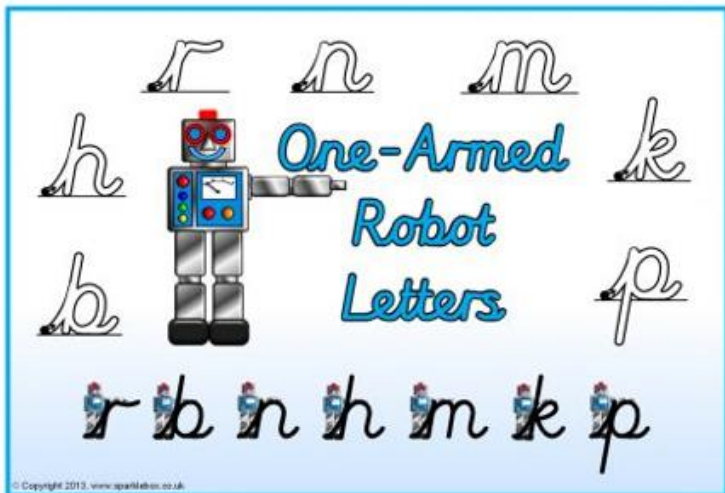
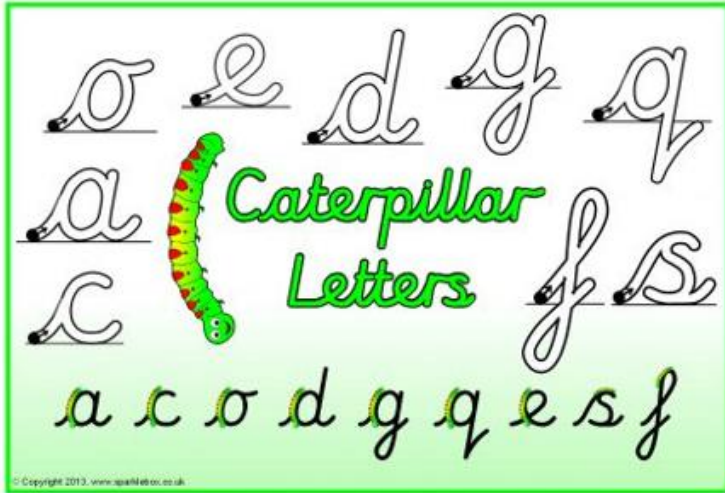
Year 6



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



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



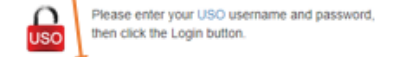
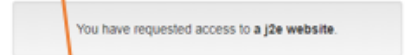
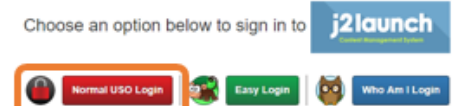
KS2

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 'j2ebblast'. Then complete any of the activities.

Marking Policy :

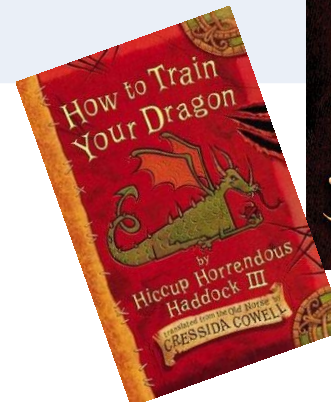
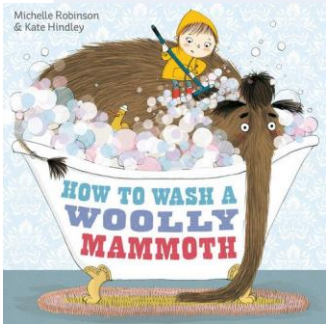
focuses on SPAG and getting the children to correct their own mistakes

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

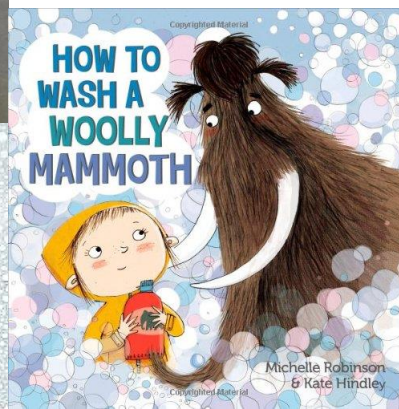
Examples of Genres and Topics

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 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

the sides were nearly sheer and formed from a crumbly shale which would send any climber crashing down to the jagged rocks below. Then I spotted a gap in the bushes, and noticed that there was animal hair attached to the thorns. Pushing through, I found an animal track, narrow and steep, but well trodden.

Cautiously I made my way down, the thunder of the waterfall ever louder in my ears. Soon I found myself standing beside the waterfall. But how was I to reach the other side? At that moment a deer emerged from the same track I had been following. Startled by sight of me, it ran off. I watched as it bolted through the thick brambles and then disappeared into the very waterfall itself. Dawning comprehension flooded my brain. There must be a path behind the fall of water! Pushing my way

I scrambled up towards the waterfall. Heavy spray splattered me as I stood beside it. Behind its gushing curtain, there was indeed a path, so well concealed it had been invisible to me. I blessed the timely appearance of the deer and pushed through the waterfall.

Finally I emerged on the opposite bank, wet but relieved. Above me, the way to the top appeared tough and daunting. But a small, circling figure in the sky caught my eye. Squinting against the brightness of the sun I saw a tiny, black speck weaving and looping. Transfixed I watched as it seemed to dance in the air. I knew without any doubt that I had found my Thayles.

Word Bank:

- Renowned - known for.
- devoted - love it, won't leave it.
- attained - succeeding in something
- transfixed - unable to move because of great surprise.
- Sheer - vertical, very straight.
- formidable - difficult to deal with or do.
- Shale - a type of stone that splits or breaks easily.
- Excerpt - a section taken from a book, speech or film.
- Literature - books and other writings, famous books, known to be well written.

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

Key features and success criteria:

L.O. I can identify the features of a complaint letter.

- layout
- first person
- powerful vocabulary / formal
- facts
- passive
- rhetorical questions
- modal verbs

King Athelstan Primary School

Dear Miss Newton,

I am a Year 6 pupil at your school and I am writing to complain about the app learning due to the building works happening in and around the buildings. The for young people is astonishing considering the school's duty of care to be an extremely disappointed, as I love this school but feel let down by its absence

Friday 24th November
I can create a plan for
A horror story

Setting and storyline ✓
Prongs
Adventurous vocabulary ✓

Assess/gals: D.D.T, good adjectives, metaphors and simile
Purpose:

main story:

show description
hard
skin
little girl
hairy hair
sweat

S2: Discovery
Writes on - her name (Alma)
chalk board
other names
Alma - write side ways
Alma
Alma
Alma

Sees doll - shocked
confused, tempted
amazed, tingle down
her spine

Slowly walks
over - shivered
Steps
hopped
happily

S3: Wants to enter (shop)
tempted
thinking if she should
determined(?)

slowly walking - tip toes
over
as slow as a
sloth
(simile)
mad

confused why
doll looks
the EXACT
same!
it's a doll twin
look-alike

S4: The shop!
Describing the shop - old - ancient
quiet
silent

doll moves?
weird
creeping

types of dolls - creepy
show dolls
chill (twins)

S5: MUST GET DOLL
tempted - very
mad
will get mad if she
won't get it

tries to get
it
amazed

S6: Conclusion Horror
stuck in doll
biggest
mistake of
her life!

Examples of KS2 writing

Year 3

with your help.

Friday 11th January 2019

L.O: I can create a wanted poster.

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

A
PA
NA

WANTED!



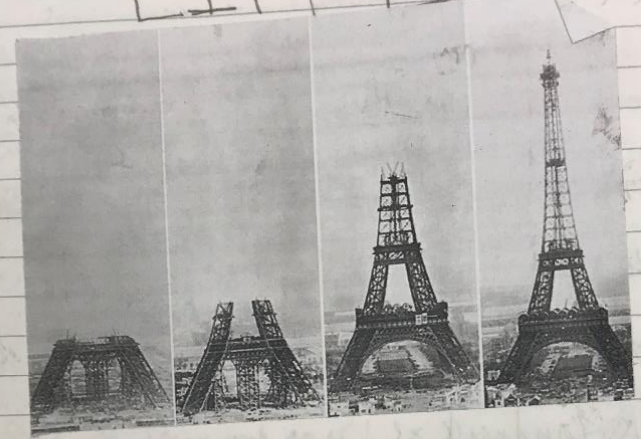
is ✓

Have you seen in your sights a hungry, blood thirsty wolf. The animals are surrounded with dark thick ~~colours~~ ^{colours}, which envelopes his body. Knife 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

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's.


Currently, the tallest landmark standing is the Eiffel Tower. ~~Some~~ ^{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 famous 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~~ ^{is} 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.

Year 5

18/12/2018
OLI: I can write a newspaper report.
SC: Precise Verbs ✓
Newspaper language ✓
Clear Structure ✓ (A)

It has finally happened! Beowulf has finally slain the evil Grendel and saved Heorot from its vicious killer. Your task is to create a news report telling the people of Heorot exactly what happened. Remember to include precise verbs and descriptions, use a formal reporting language and clearly set out your report.



Troll Slayer!!!

At around 12:20 on the 9th of September, a brave warrior, Beowulf, defeated a ^{gargantuan} man-eating swamp monster.

Grendel, the monster, was slayed in Heorot Hall, where Beowulf ripped his arm off with his bare hands. It was a battle of good and evil, which was won by Beowulf's good.

King Hrothgar and his fellow citizens of Heorot Hall were ^{in danger} endangered, due to ^{bloodthirsty} greedy Grendel. Every time there was a party at the Hall, he would go there from his swamp and feast on people. The king sent a letter to Beowulf pleading for him to help them, which is how ^{the king} the king knew of the attacks in first place. Beowulf is a ^{great} warrior, who has defeated many creatures in his time, ^{so} he worries on being ^{defeated} defeated at all.

Heorot's hero has been telling us what it ^{felt} was like. "Oh my victory might be ^{big} big to you, but it was a tiny thing to me," Beowulf boasted. The saved residents were so grateful of the slayed troll, and so is their king, Hrothgar. "I am absolutely delighted of the ^{hero's} great victory!" quoted Hrothgar, the ruler.

Year 6

rubbed her eyes. It was for real! A doll ^{what} was her look-alike! Alma was delighted. She slowly walked over to the shop's window with her pudgy hands, she ^{rubbed} rubbed of the glass. There it was, the doll Alma could not take her eyes of the doll. It was like a dream ^{that} came true! Or was it...?

11/12/18
Slowly, Alma crept to the door. Her mind couldn't stop thinking about the doll! Alma was at the door. She just HAD to get the doll! Alma yanked the door open. Nothing happened. After many tries, the door was still locked. She COULD NOT give up! She rattled the door handle. It must ^{of} been locked or jammed. Alma rattled a ball with her numb, pudgy hands. With all of her might, Alma threw the snow ball and stomped off. Alma was about to lose her temper, but she didn't. All that was going through Alma's mind was the doll. Not every day you see a doll that looks the EXACT same! Alma crossed her arms. The door creaked. It was open! Alma skipped to the door in relief. Alma peeked around the door. There it was. The doll. Alma couldn't take her eyes of the doll. The doll looked at her teasingly.

x3 moulded moulded moulded moulded Try not to use "the doll" to often
exact exact exact exact
relief relief relief relief
Commas

Too much repetition of the doll - read it aloud to see what I mean.
An excellent effort with sentences and commas ©
14/12/18
Alma took another step in. Rows and rows of dolls were ^{in front of} in front of her eyes. Alma looked around the shop at all of the different types of dolls. Some had green skirts, some had blue eyes, some had long hair, some had short. Many types of dolls, but there was one doll that stood out. Alma's doll. The floors creaked. But Alma took no notice of it. She walked closer to the table that the doll was on. Red silky cover, golden lining, wooden stands.



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