

# WHY ENGLISH IS HARD TO LEARN

We'll begin with *box*; the plural is *boxes*,  
But the plural of *ox* is *oxen*, not *oxes*.  
One fowl is a *goose*, and two are called *geese*,  
Yet the plural of *moose* is never called *meese*.

You may find a lone *mouse* or a house full of *mice*;  
But the plural of *house* is *houses*, not *hice*.  
The plural of *man* is always *men*,  
But the plural of *pan* is never *pen*.

If I speak of a *foot*, and you show me two *feet*,  
And I give you a *book*, would a pair be a *beek*?  
If one is a *tooth* and a whole set are *teeth*,  
Why shouldn't two *booths* be called *beeth*?

If the singular's *this* and the plural is *these*,  
Should the plural of *kiss* be ever called *keese*?

We speak of a *brother* and also of *brethren*,  
But though we say *mother*, we never say *methren*.  
Then the masculine pronouns are *he*, *his*, and *him*;  
But imagine the feminine . . . *she*, *shis*, and *shim*!

- ANONYMOUS

# English in the Juniors

Tuesday 29th September 2015



**Excellence, Individuality, Responsibility**

# The move away from levels...



- We do not want to 'label' a child's ability.
- A level does not give enough information about specific areas of Reading or Writing, it is an average of all aspects of the subject.
- Levels will be replaced by skills questions...Can I?



# Targets Explained...

- Children will have a list of 'Can I' skills / targets in their English books.
- Hit target 3 times, then highlight
- Targets that are not highlighted will carry over and still require work
- Teachers can add support targets and extension targets to this.

# Example of Skills / Targets



Stories from other cultures

| Unit                        | English Targets   | Example  | Target achieved |  |  |
|-----------------------------|---|--|-----------------|--|--|
| Stories from other cultures | Can I recognise a story's opening; build up, climax, resolution and ending paragraphs? Can I include these in my own writing? |  |                 |  |  |
|                             | Can I use paragraphs correctly?   |  |                 |  |  |
|                             | Can I choose the appropriate tense to write in?   | Yesterday I went...<br>Tomorrow I am going...  |                 |  |  |
|                             | Can I describe my characters using interesting details?   | The mysterious old man, hobbled in.  |                 |  |  |
|                             | Do I know what an adjective is and can I use them in my writing?  | The beautiful green tree cast a dark, creepy shadow over the abandoned house.                          |                 |  |  |
|                             | Do I know what a powerful verb is and can I use them in my writing?   | She sprinted...  |                 |  |  |
|                             | Do I know what a time connective is and can I use them in my writing?   | She thought she had remembered to put her homework in her bag, <u>however</u> , this was not the case. |                 |  |  |
|                             | Can I punctuate speech correctly?   | "What's your name?" asked Mrs Brand.   |                 |  |  |
|                             | Can I up-level my work to make it better?   |  |                 |  |  |
|                             |   |  |                 |  |  |

# English Assessment at the BSB...



- Teacher assessment is our main form of assessment
- InCAS from the University of Durham
- Used worldwide for many years to assess a child's ability in Maths and English
- Far superior to written tests where we assessed and leveled the paper, again giving an overall score
- Provides detailed information in the form of age in years and months for specific areas of English – Spelling, Comprehension, Word recognition.
- Developed ability – a child's aptitude for learning.



# English Assessment at the BSB...

- Baseline results are being completed now
  - We will use these to inform our planning and target setting.  
Children should concentrate on skills / targets.
  - Important / relevant information will be shared with you at parent evenings.
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- Tea and targets Week of the 18<sup>th</sup> of October
  - Pastoral Parent meetings Week of the 18<sup>th</sup> of October
  - Pupil lead conferencing Term 2



# Reading in the Juniors

- “Young people who read outside the classroom are 13 times more likely to read above the expected level for their age.”

National Literacy Trust (UK)

- “...children who read for pleasure are likely to be better at both Maths and English than those who rarely read in their free time.”

A study from London's Institute of Education



# Aims

To feel more confident about the great work you are already doing with your children

To suggest further strategies you could use

To ensure that you are using a variety of opportunities to support your child

# Decoding hints

- Sound it out
- Break it into syllables
- Read the words surrounding it  
(context)
- Look at the picture (In lower juniors)

# Question Types

- **Literal Questions**
- **Inferential Questions**
- **Deductive Questions**
- **Asking for Justification**
- **Evaluative Questions**

## Sleepy Mark was late for school again.

- What do we know about the person in this sentence?
- Why was he sleepy?
- How do we know that he is often late for school?



Billy was heartbroken. His whole day was spoilt. All his hard work had been broken by the wave. His mother came over from her deckchair to stop him crying. But she accidentally trod on the only tower that was left. Billy cried even more. “Never mind,” said his mother, “You can always build another one tomorrow.” Billy stopped crying and went home for his dinner.



# Practicalities for doing this at home

Questions and discussion topics included

Generic questions

Ensure children can 'prove' why they know

Link with writing skills



# Accelerated Reading

AR is a programme designed to monitor and assess your child's reading progress and comprehension.

Each book has a number which corresponds to a colour (blue, yellow, red, grey etc) which in turn, corresponds to the reading level of your child.

In Year 5 and 6, your child is expected to read a book and complete a quiz every 2 weeks.



# Some final thoughts about reading...

Model reading – do you?

Read to your children

It doesn't matter what they read – as long as they are choosing to read!





# Writing in the juniors...

## Aims:

- To give you an insight into what we are doing in the Junior School to improve writing.
- To suggest strategies you could use at home to improve writing.



# Writing in the Juniors...

- Writing across the curriculum
- Writing Competitions
- Publishing good writing on the blog
- Homework
- Big Write

# Big Write

## What does it do?

- Develops higher level talk
- Improves basic skills – grammar, punctuation and spelling
- Ensures effective teacher assessment
- Creates a positive writing ethos

## How is it used in the BSB?

- The Big Write is going to be fully implemented into BSB life next week
- Developed by Ros Wilson in the UK
- Used by many school around the world
- Main aim is to develop writing
- Once every 2-3 weeks
- Safe writing environment

# Ways to promote writing at home

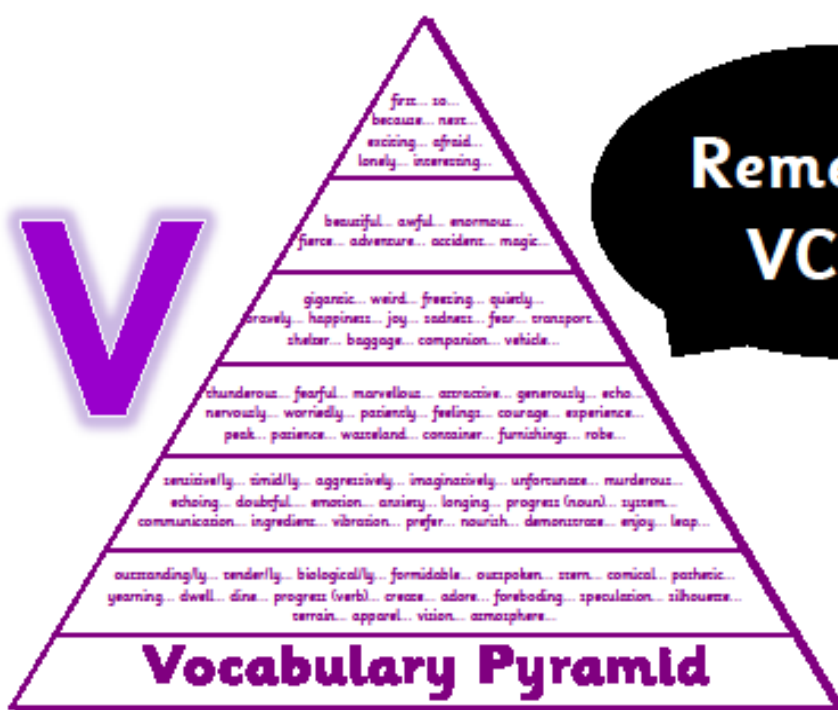
- Does your child keep a diary?
- Can they write your shopping list?
- Emails or letters to family or friends overseas.
- Reviews of movies you've watched or books they've read.
- A visible scribble space at home?
- A Wow word list on your fridge?

# SPAG



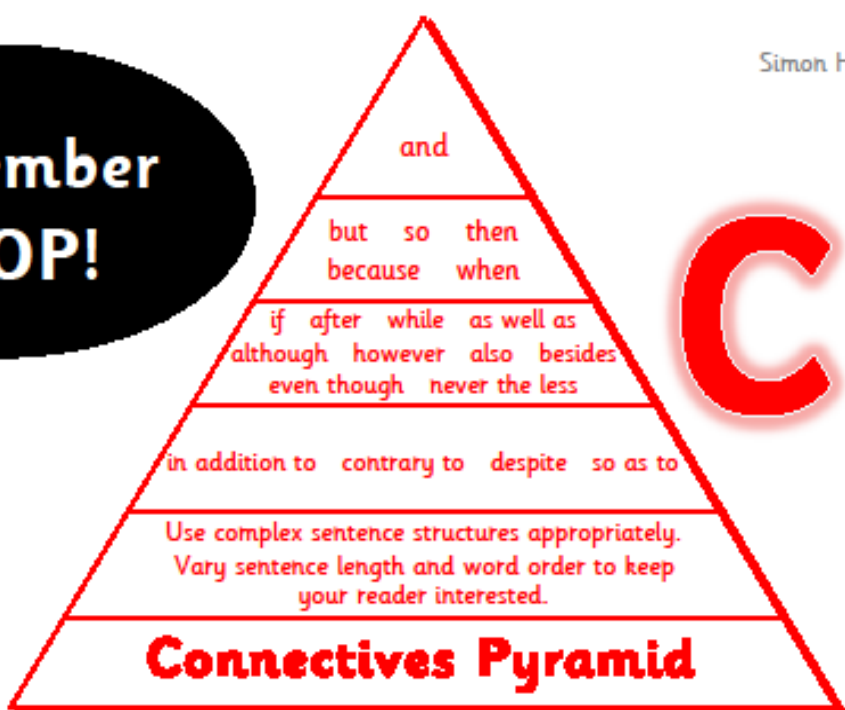
- What is it?
- Across the school, the children are receiving one lesson per week focusing on these skills.
- Weekly VCOP sessions
- What can you do?
- Homework diaries also have resources in them.

V

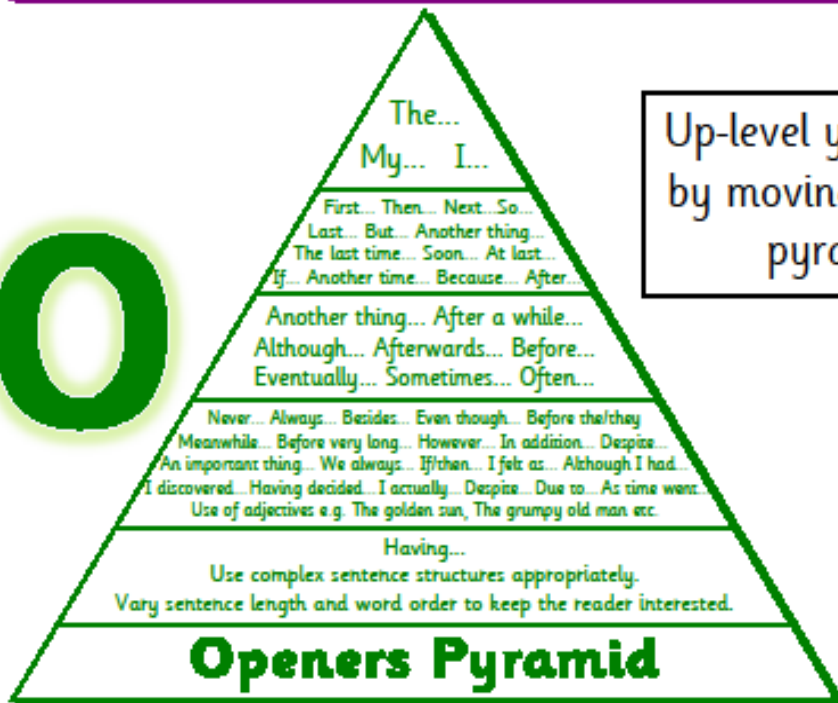


**Remember VCOP!**

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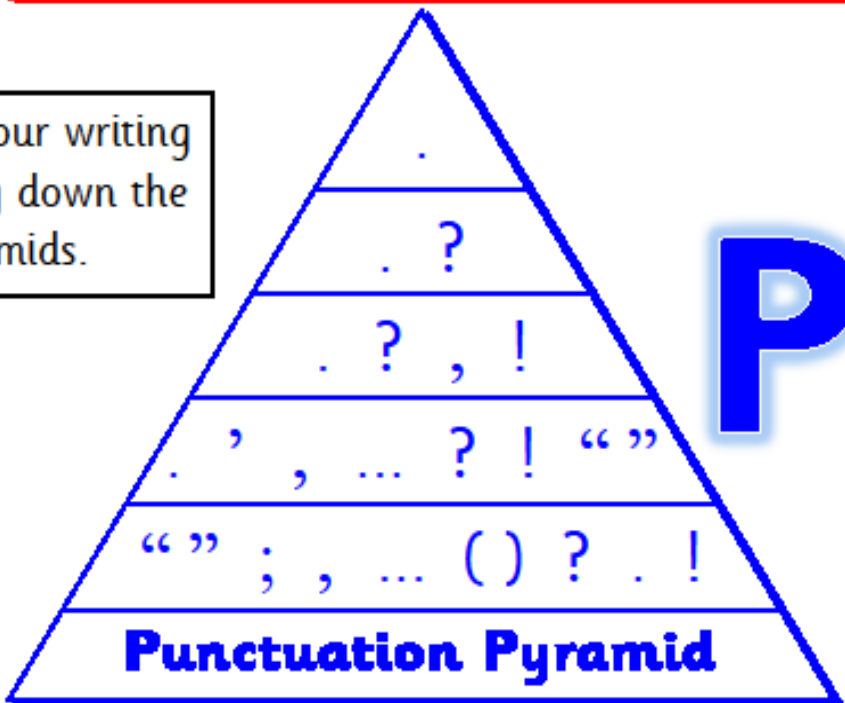


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Up-level your writing by moving down the pyramids.

P



# Writing Checklist



Use this checklist to make sure you do your very best work.

- ✓ **Dates** and **titles** start with a **capital letter**.
- ✓ **Underline** dates and titles.
- ✓ **Leave a line** after the date and after the title.
- ✓ **Sentences** always start with a **capital letter** and end with a **full stop**.
- ✓ Keep your writing **on the line**.
- ✓ Rule **one line** through any mistakes.
- ✓ Use a **dictionary** to check your spellings.

**ALWAYS CHECK THROUGH YOUR WORK  
BEFORE HANDING IT IN**