

Teaching English at St Ann's Heath



How can you support your child?

! ? , ; punctuation
! ? adjective ;
ENGLISH
- @ \ } verb
noun } subject &

Writing

Writing Voice

The children use a writing voice when they are writing. Their writing voice is more formal, more descriptive and perhaps more grammatical than their normal way of speaking. Practise using a writing voice at home by telling stories aloud, and playing at formal roles like debating and presenting the news.

Vocabulary

We encourage the children to use 'WOW' words. These special words make their writing exciting. You can help your child with their writing by finding out new words together. Practise using them in sentences at home.

Conjunctions

Conjunctions such as 'if', 'because', 'then', 'meanwhile', 'however' and 'on the other hand' are used to join sentences together. Sentences that are longer and varied make your child's writing more interesting, sophisticated and fluent.

Sentence openers

Using different words to open sentences makes your child's writing varied and can have different effects on the reader. You can help your child by thinking of lots of different 'ly' words such as suddenly...silently... carefully.

Punctuation

Different types of punctuation such as exclamation marks !, ellipses ... and speech marks "a" make writing easy to read and understand. Help your child with their punctuation when you are sharing reading with them. Point out things like commas, question marks, ellipses and exclamation marks and discuss the effects. Does it make them change their tone of voice? Does it make the sentence clearer? When you read to them, get them to 'hear' the full stops and commas by listening to your tone and expression.

Handwriting

We teach children how to join their letters. Writing in a cursive (joined) script helps children write more fluently, aids with their spelling memory and makes the writing neater and more consistent for the reader too.

Spellings

Help your child go over problem spellings. It is extremely frustrating for children to have to battle with spelling when they want to get their ideas down on paper. Knowing high frequency spellings will aid the flow of writing and enable the use of a vocabulary rich language. (Consider being trapped into writing 'big' when you really wanted to write 'enormous'). Encourage children to sound out and have a go at more tricky words or give them the spellings.

Read books to, and with, them that are at a higher level than their own reading to expose them to ambitious vocabulary and complex sentence structure.

After your child has produced written homework ask them to proof read their work for accuracy.

The best way to help your child become a super writer is to spend time talking with them and reading with them. Explore new and exciting words together. Talk about different things as well as finding out new things together. Always encourage your child to express themselves clearly and explain their ideas fully.

Reading

Until they are fluent readers, **children** will benefit from reading aloud to you as often as possible. By the time they are in Upper Key Stage 2, many children prefer to read silently to themselves. Create quiet opportunities for them to do so, but then talk to them about the book they are reading.

When sharing a book with your child, try to take opportunities to talk about the book - before, during and after reading.

Before reading: look at the book cover and talk about your child's expectations. Is the book likely to be fiction or non-fiction? Have you read other books together about these characters or by this author? What does your child think the book is going to be about?

Whilst reading: support your child when unknown words need tackling: you can sound them out, split them into syllables, or identify suffixes and prefixes. Remind your child to listen to the words whilst reading them, to make sure that they make sense. Have a 'meaning check' every now and again to ensure that your child understands the text.

After reading: talk about the book. What was it about? Did it match your child's expectations? Ask questions beginning with the words how and why to check that your child has been able to read between the lines. Ask whether anything seemed puzzling. Then ask your child to explain what the best and worst bits of the book were, and why.

Below is a variety of questions and sentence starters to use when reading with you child.

Question and discussion prompts for use while reading

Predict, ask questions, I wonder

- I predicted...
- I wondered...
- A question that came into my mind was...
- At first I predicted but I changed my mind when...
- I was wrong with my prediction...
- I was right with my prediction...

Use background knowledge

- The text made me think about...
- It reminded me about another text/film...
- I remembered...
- A text to self-connection was ...
- A text to world knowledge connection was...
- A text to text connection was...

Detective time

- The evidence in the text suggests...
- When I read..... I realised ...
- I didn't understand..... at first but then I thought...
- I remembered my background knowledge...
- With this word.....I used these clues to work out what it meant...

Notice important words and phrases to build meaning

- I think the key words and phrases are...
- I put these things together
so I know...
- These things are all connected...
- What words and phrases do we think are most important?

Visualise

- I got a picture in my mind when I read...
- What pictures did you get in your mind?

Question and discussion prompts for use after reading

Questions starters that need inference

- How do we know that?
- What evidence suggests that?
- What impressions do we get from this word/phrase.....?
- How can we work out the meaning of this word?
- What is the author trying to say here?

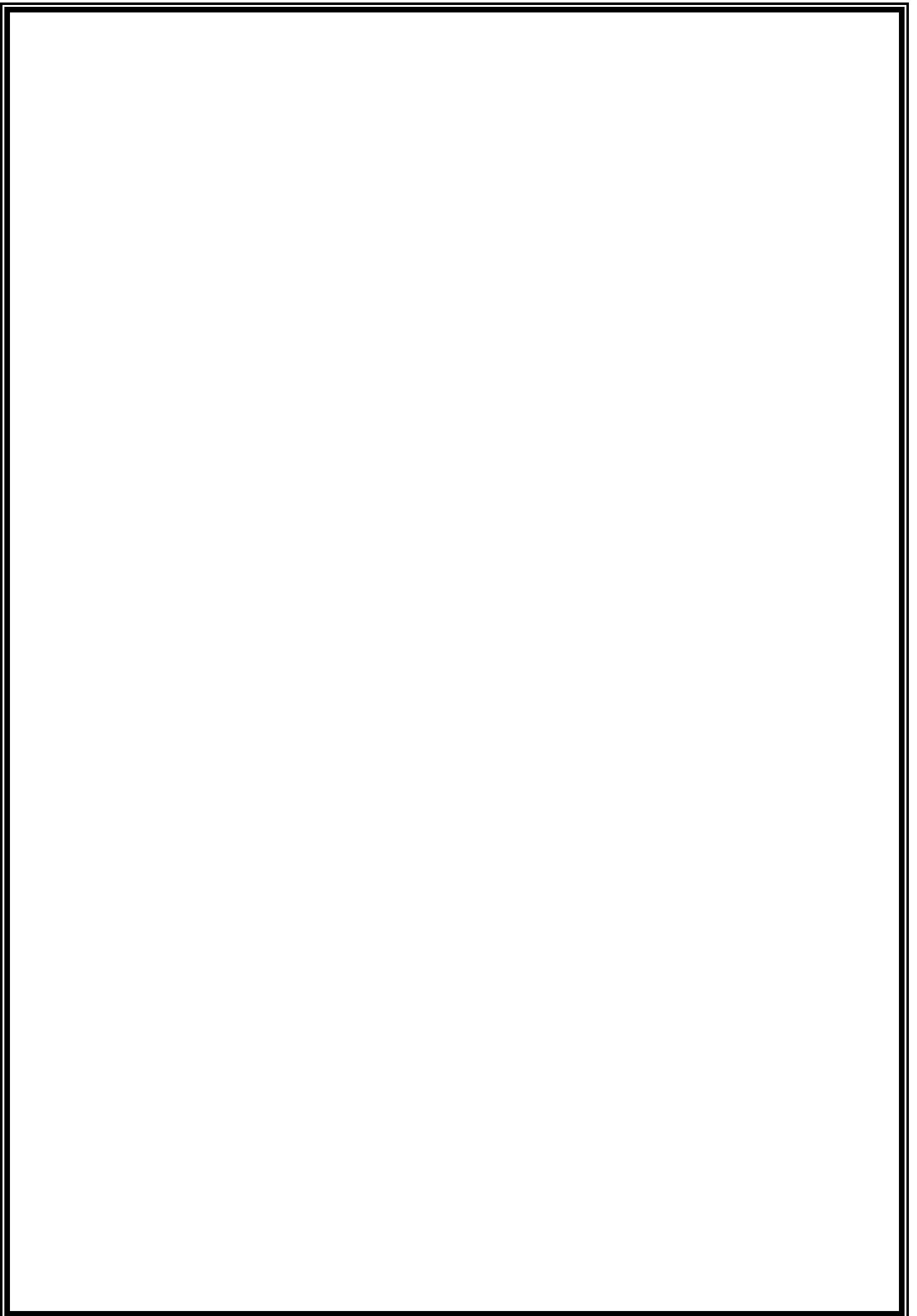
Sentence starters for making comments about a text

- I liked the... (setting/character(s) /start/ problem/ending) because.....
- My favourite
- One thing I noticed about the text was.....
- The most memorable part was.....
- The purpose of the text was.....
- The text made me feel... (happy/sad/surprised/tense/optimistic/angry/like laughing)
- The text was organised in.....
- The text could have improved if.....
- I didn't like it because.....

100 Books to Read Before You Finish Year 5 and 6

	Author	Title	Tick
1	Roald Dahl	Matilda	
2	Michael Morpurgo	Kensuke's Kingdom	
3	S F Said	Phoenix	
4	E B White	Charlotte's Web	
5	Lewis Carroll	Alice's Adventures in Wonderland	
6	C S Lewis	The Lion, the Witch and the Wardrobe	
7	Clive King	Stig of the Dump	
8	Eoin Coiffer	Artemis Fowl	
9	Jeff Kinney	Diary of a Wimpy Kid	
10	E Nesbit	Five Children and It	
11	M G Leonard	Beetle Boy	
12	Phillip Pullman	Clockwork	
13	Frances Hodgson Burnett	The Secret Garden	
14	R J Palacio	Wonder	
15	Mary Norton	The Borrowers	
16	David Almond	Skellig	
17	Louis Sachar	Holes	
18	Kwame Alexander	The Crossover	
19	William Joyce	The Fantastic Flying Beasts of Mr Morris Lessmore	
20	Lemony Snickett	A Series of Unfortunate Events	
21	Kiran Millwood Hargraves	The Girl of Ink and Stars	
22	Gillian Cross	The Demon Headmaster	
23	Zizou Corder	Lion Boy	
24	Kenneth Graham	The Wind in the Willows	
25	William Nicholson	The Wind Singer	
26	Stewart Foster	The Bubble Boy	
27	Ransom Riggs	Miss Peregrine's Home For Peculiar Children	
28	Lara Williamson	The Boy Who Sailed the Ocean in an Armchair	
29	Sara Pennypacker	Pax	
30	Judith Kerr	When Hitler Stole Pink Rabbit	
31	Cressida Cowell	How To Train Your Dragon	
32	Jo Cotterill	A Library of Lemons	
3334	Ally Sherrick	Black Powder	
35	Liz Pichon	The Brilliant World of Tom Gates	
36	David Solomons	My Brother is a Superhero	
37	David Walliams	The Demon Dentist	
38	Michelle Margorian	Good Night Mister Tom	
39	Jacqueline Wilson	The Suitcase Kid	
40	Tony Abbott	Firegirl	
41	Christopher Edge	The Many Worlds of Albie Bright	
42	Eva Ibbotson	Journey to the River Sea	
43	Enid Blyton	Five on a Treasure Island	
44	Ross Welford	Time Travelling Hamster	
45	Robert Swindells	Room 13	
46	Patrick Ness	A Monster Calls	
47	Bertie Doherty	Street Child	
48	Peter Bunzl	Cogheart	
49	Malorie Blackman	Cloud Busting	

50	Andy Mulligan	Trash	
51	A F Harold	The Imaginary	
52	J K Rowling	Harry Potter and the Philosopher's Stone	
53	John Boyne	The Boy in the Striped Pyjamas	
54	Frank Cottrell-Boyce	Millions	
55	Neil Gaiman	Coraline	
56	Rick Riordan	Percy Jackson and the Lightning Thief	
57	Thannai Lai	Inside Out and Back Again	
58	Morris Gleitzman	Once	
59	Antony Horowitz	Groosham Grange	
60	Lynne Reid Banks	The Indian in the Cupboard	
61	Elizabeth Laird	Oranges in No Man's Land	
62	Katherine Rundell	Rooftoppers	
63	Lucy and Stephen Hawking	George's Secret Key to the Universe	
64	Matt Haig	Shadow Forest	
65	Julia Golding	The Diamond of Drury Lane	
66	Siobhan Dowd	The London Eye Mystery	
67	Andy Seed	The Silly Book of Side-Splitting Stuff	
68	Gareth P Jones	The Considine Curse	
69	George Orwell	Animal Farm	
70	Anne Fine	Flour Babies	
71	Terry Pratchett	The Amazing Maurice and his Educated Rodents	
72	Joan Aiken	The Wolves of Willoughby Chase	
73	Dick King-Smith	The Queen's Nose	
74	Ross MacKenzie	The Nowhere Emporium	
75	Simon P Clark	Eren	
76	G R Gemin	Sweet Pizza	
77	Arthur Ransome	Swallows and Amazons	
78	Emma Carroll	Strange Star	
79	Benjamin Zephaniah	Face	
80	Michael Rosen	Sad Book	
81	Shaun Tan	The Arrival	
82	Noel Streatfeild	Ballet Shoes	
83	Sir Tony Robinson	The Worst Children's Jobs in History	
84	Richard Adams	Watership Down	
85	Jane Elson	Swimming to the Moon	
86	Nina Bawden	Carrie's War	
87	J M Barrie	Peter Pan	
88	Anne Frank	The Diary of A Young Girl	
89	Various Authors	Winter Magic (Stories)	
90	Bear Grylls	Mud, Sweat and Tears	
91	Dawn Huebner	What to Do When You Worry Too Much	
92	Brian Szelnick	The Invention of Hugo Cabret	
93	Piers Tordy	There May Be A Castle	
94	Derek Landy	Skulduggery Pleasant	
95	Carol Ann Duffy	101 Poems for Children	
96	Diana Wynne Jones	Howl's Moving Castle	
97	Rebecca Stead	Liar and Spy	
98	L Frank Baum	The Wonderful Wizard of Oz	
99	Kate DiCamillo	The Miraculous Journey of Edward Tulane	
100	J R R Tolkien	The Hobbit	



Useful websites

<http://grammar-monster.com/> - grammar games

<http://www.bbc.co.uk/schools/spellits/index.shtml> – spelling games

<https://www.arcademics.com/> - English and Maths games

<https://www.spellingcity.com/> - vocabulary and spelling games

<https://kidspell.com/> - spelling games

<https://www.funbrain.com/games/spellaroo> - English, Maths and spelling games

<http://www.wordsforlife.org.uk/> - English games

<http://learnenglishkids.britishcouncil.org/en/games/story-maker> - English games

Year group information is updated regularly on the school website so you can see what your child is learning about in English