

English Workshop


Welcome to English in Year 3/4!

In general, children that come up from Yr 2 are:

- **confident decoders**
- **able to write clearly demarcated sentences**
- **able to write fiction and some non-fiction**

In Yr 3/4 we aim to:

- **increase confidence and skills in reading a wider range of texts, increasing skills to deduce and infer**
- **write using a variety of sentence types**
- **increase range of writing genres**
- **ensure the children are creative, confident and reflective writers who **enjoy** writing**



**How do children
become confident
readers and
writers?**

Reading

We see secure reading skills and confident and enjoyment of reading as the building block of progress in English.

- every child is part of a small guided reading group once a week (30 minute session with their class teacher)
- individual reading (traffic lights - Bug club, Jelly and Bean, Rapid Readers - led by TA)
- explicit whole class teaching of reading skills (skimming and scanning)
- class story

Reading at Home

- reading books taken home and recorded in planner
- reading bedtime stories to your child
- book talk
- checking tricky words in a dictionary (work together, pretend you do not know)

Good questions to ask...

How does the character feel? How do you know?

What do you think will happen next?

What makes you think that?

Why has the author used the word 'scrambled'? (desperation, rushing, fear)

Useful websites:

<http://www.lovereadings4kids.co.uk/genre/7/7-plus-readers.html>

<http://www.scholastic.com/parents/books-and-reading/book-lists-and-recommendations/ages-8-10#related-sub-section-206>

Spelling

- explicit teaching of spelling rules once a week, in year groups
- spelling songs - homophones
<https://www.youtube.com/watch?v=G45RQ5b4W78>
- practising and testing the Yr 3/4 100 key word bookmarks (part of GR carousel activities; using concrete resources such as magnetic letters; tested by our fantastic volunteers)
- intelligent spelling strategy cards
- targeting some incorrect spellings in writing

What parents will see at home:

- in planner a bookmark (show example)
- in planner a spelling grid

Writing Genres

Fiction:

traditional/
adventure/other
cultures/ historical
stories
playscripts
poetry
myths and legends
class story

Non-fiction

newspaper
(recount)
non chron reports
balanced argument
persuasion
instructions
explanations

We want children to really enjoy their writing so we strive to stimulate their imaginations:

- choosing great stories by great authors
- cross curricular links (meaningful writing)
- exciting scenarios/events that lead to creative writing

How do children become great writers?

Analyse great writing (through sorting, reading, games).

Supported writing (talk 4 writing, paired, shared).

Plan and write independently.

Woven into this is appropriate **VCOP**, grammar and spelling skills.

Handwriting

As a school we have adopted a cursive writing style.

Handwriting is not 'good writing' but 'good handwriting' enables children to write freely and legibly.

Handwriting can be linked to learning spellings.

It gives children pride in their work.

- **taught explicitly in short sessions**
- **through daily register activities**
- **sensory approaches**

Becoming independent writers

Rehearse, write and check

- personal targets/ KILT
- checklists
- SPAM
- RTM

Play 'Box it bin it'

Thank you

