

Handwriting

Learning Strategies for Spelling

Sounding out or 'Fred talking'

Eg. C-a-t, Sh-i-p.

This is the most popular method for teaching spelling. Ask the child to spell out or 'segment' the word they want to spell, then write the constituent sounds. Children use pure sounds.

Syllabification

Clap out and say each of the syllables.

Eg. Re-mem-ber

Analogy

Making families of words

Eg. Night, fright, sight, slight

Root

E.g. bi (two) cycle (circle) = bicycle

Prefixes and suffixes

E.g. Dis-satisfied

Rules

E.g. 'i' before 'e' except after 'c'

Word ending in Y such as fairy/fairies (consonant +y = ies)

Donkey/donkeys (vowel +y = ys)

Referring to the family words that articulate the ambiguous letters

E.g. Definite - finite, final, infinity

Muscle - muscular

Sounding out words as they are spelt

Eg. Wed-nes-day

Words within words

Eg. There is a rat in separate

Mnemonics

Big Elephants Can Always Upset Small Elephants

Spelling

All children have a preferred learning style and by offering them activities which suit this, they can learn more quickly and effectively.

Visual -



By looking at the letter/word as it is said or written, a visual link is created to the manual, oral and auditory channels.

Auditory -



By listening to the phoneme/word as it is said and written, an aural link is created to the manual visual and oral channels.

Oral kinaesthetic -



By saying the letter/word as it is viewed or written, an oral link is created to the manual, visual and auditory channels.

Manual kinaesthetic -



By writing/creating/modeling/tracing the letter/word as it is viewed or spoken, a manual link is created to the oral, visual and auditory channels.

Writing

Provide a suitable place for writing, let your child sit at a table or somewhere with a nice flat surface, with paper, pencils, pens or keyboard to allow them to write.

Give your child time to plan their writing and discuss and record ideas, it may take them a long time to think about what they are writing, be patient.

Encourage your child to compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Use 'Think it, Say it, Write it, Read it'. Children should think their sentence first, say it aloud, write it down then read it back to check.

In narratives, encourage children to create settings, characters and plot and in non-narrative material, using simple organisational devices (for example, headings and sub-headings). Encourage children to organise paragraphs around a theme.

If children ask you to spell words, ask them to sound out the words and write them independently. It is better that they have sounded out and written a word phonetically than you having told them how to spell it, they can check it in a dictionary afterwards.

Children should evaluate and edit their work by proofread for spelling and punctuation errors and proposing changes to grammar and vocabulary.

Ask your child to read their own writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Finally, allow children to write about what they are interested in. They could write stories, diaries, information texts, letters, instructions texts or poems.

Reading

Reading with your child is vital. Research shows that it's the single most important thing you can do to help your child's education. It's best to read little and often, so try to put aside some time for it every day.

Think of ways to make reading fun - you want your child to learn how pleasurable books can be. If you're both enjoying talking about the content of a particular page, linger over it for as long as you like.

Books aren't just about reading the words on the page, they can also present new ideas and topics for you and your child to discuss.

Tips for helping your child to enjoy books:

Schedule a regular time for reading - perhaps when you get home from school, in the morning or just before bed.

Look for books on topics that you know your child is interested in – they don't have to just be school reading books! Maybe books on rocks and fossils, animals, cookery or a certain sport.

Make sure that children's books are easily accessible in different rooms around your house.

Visit the library as often as possible - take out CDs and DVDs as well as books.

Ask your child questions about the text that they are reading using Why...? What...? How..? What..?

See www.literacyforpleasure.wordpress.com for more information

Spoken Language

At Cheadle Primary we value our pupils' ability to communicate, reason and explain: speaking and listening skills underpin all areas of the curriculum and as such are given a high status in the planning and delivery of all subjects.

Our children will be taught:

- To listen and respond appropriately to adults and their peers
- To ask relevant questions to extend their understanding and knowledge
- To use relevant strategies to build their vocabulary
- To articulate and justify answers, arguments and opinions
- To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- To speak audibly and fluently with an increasing command of Standard English
- To participate in discussions, presentations, performances, roleplay/improvisations and debates
- To gain, maintain and monitor the interest of the listener(s)
- To consider and evaluate different viewpoints, attending to and building on the contributions of others
- To select and use appropriate registers for effective communication.

Dear Parents/Carers,

We have created this booklet to support you in helping your child with English at home. While your child is in Year 3 and 4, they will be working in class to cover all aspects of the English curriculum in school. However your support at home is invaluable to enable them to consolidate their learning. There are sections on reading, writing, spelling, grammar, spoken language and handwriting.

The reading section of this booklet will provide some guidance on how to read with your child in Year 3-4. Books are a rich source of new words for your child. Words you would not use in everyday conversations appear in books. Children need to have a wide vocabulary to understand the meaning of books, so read aloud and share books as often as you can, even as your child moves into KS2. It is very important that children's comprehension skills are increased by talking about characters, settings and events to help them to understand what they have read.

The writing, grammar and spelling sections offer guidance on how to learn spelling patterns, the grammar knowledge that is expected of children in Year 3 and 4 to allow them to understand how to construct sentences. Writing is a fundamental skill that your child will learn at school but should also be practised at home to become confident. Children should be encouraged to read their writing to edit and improve their texts.

The handwriting section of this leaflet shows the correct letter formation for each letter in cursive script. In Year 3-4 children are expected to begin to join their writing and begin to write using pen.

We look forward to working with you in Year 3-4 to develop your child's English skills!

The Year 3-4 Team.

Grammar term	What does it mean?
Clause	A clause is a phrase of two or more words. It has a verb as the key word. • <u>It's raining.</u> • <u>Samira has four pets because she likes animals.</u>
Conjunction	A conjunction links two words, phrases or clauses together as part of a sentence. There are two main types of conjunction: • Words such as and , but and so link two words or phrases which are equally important. I got a bike <u>and</u> a football for my birthday. • Words such as because , if or when introduce a subordinate clause • If you like, we can have chips for tea. • There's no tennis today <u>because</u> it's raining.
Consonant letter	A consonant is a letter sound made when you use your teeth, lips and/or tongue to change how the air comes through your mouth. Most letters are consonants, like these: • The sounds /p/ and /b/ are made when you close your lips then opening them quickly. • The sound /t/ is made when you press your tongue behind your top teeth.
Direct speech	Direct speech is the words which actually come out of someone's mouth, like the speech bubbles in a cartoon.
Inverted commas	Inverted commas (speech marks) go around the speaker's words only. Use them in stories to show when a character is speaking. • "Why didn't anyone tell me I had my underpants on the outside?" asked Superman.
Prefix	A prefix is added to the beginning of a word to turn it into a different word. • <u>overtake</u> , <u>disappear</u> , <u>return</u>
Preposition	A preposition links a noun or noun phrase to another word. They often mark direction or locations, but can also make time links. • Please put your pens <u>in</u> the tub. • We went <u>to</u> the USA <u>on</u> holiday. • I haven't seen her <u>since</u> playtime.
Speech marks	See inverted commas .
Subordinate clause	A subordinate clause adds to another clause. It can't be a sentence by itself. • Here's the book <u>that I promised you.</u> • <u>When I grow up</u> , I want to be a pilot.
Vowel letter	A vowel letter is one that you make by just changing the shape of your open mouth. You don't use your teeth, tongue or lips. • The letters a , e , i , o and u are vowels. They can be spoken or written. • Letter y can also be used to represent a vowel sound.
Word family	Words in a word family are related by meaning, grammar or spelling. • Teach, teacher, teaching • Child, children, childish(ly)

Grammar term	What does it mean?
Adverbial	Adverbials are words or phrases that we use to add information to a verb or clause. They act like adverbs. <ul style="list-style-type: none"> • She laughed <u>like a hyena</u>. • Please hang up your coats <u>over there</u>. • We had a <u>sleepover</u> last night.
Determiner	Determiners are words which specify which noun we mean. They come before any adjectives or other describing phrases. <ul style="list-style-type: none"> • <u>a</u>, <u>an</u> and <u>the</u> are common determiners. They are called articles. • <u>that</u> small book, <u>his</u> own name, <u>some</u> flowers
Possessive pronoun	Possessive pronouns take the place of a noun+apostrophe+s to show who something belongs to. <ul style="list-style-type: none"> • It is Rachel's birthday. It is <u>her</u> birthday
Pronoun	A pronoun takes the place of a noun which is already known, perhaps from a previous sentence. <ul style="list-style-type: none"> • <u>I</u> like cheese. • <u>They</u> come from London. • <u>These</u> socks are smelly!

Cheadle Primary School

"We aim to be outstanding in all we do"



Supporting your child with

English in Year 3 and 4