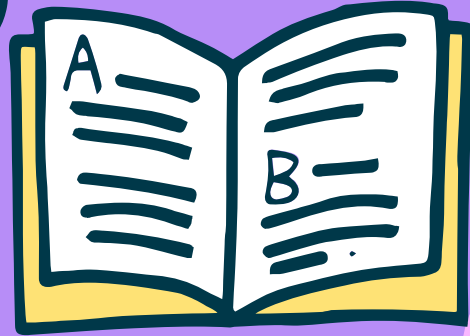
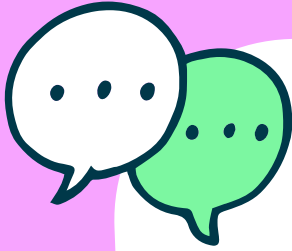


English Parent Workshop @ HPS

2024





“فَإِنَّ مَعَ الْعُسْرِ يُسْرًا”
“Verily, with hardship
comes ease”
[94:6]





01

Reading and
phonics

02

Writing Cycle

03

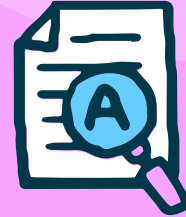
Writing/ Reading
skills progression

04

Questions



01



Reading and Phonics

Reading



1) We teach Guided Reading every day.

Primary | Primary English | Collins Big Cat Reading Bands

2) The children visit the library once a week and can take books home.



3) We have key texts that we teach writing and reading lessons on.

Phonics



1) We follow the Little Wandle Phonics Scheme.

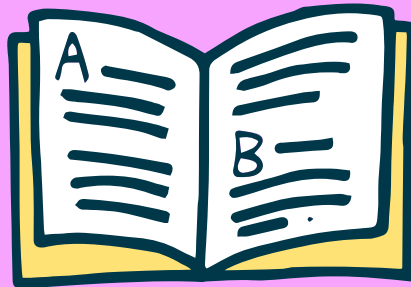
[For parents | Letters and Sounds \(littlewandlelettersandsounds.org.uk\)](https://www.littlewandlelettersandsounds.org.uk)

2) The phonics screening check will begin the WK 10th June 2024. The pass mark is 32.

3) Please speak to your child's teacher to understand which sounds your child requires support with.




How can you support your child's reading at home?

- 1) Please read with your child for 20 minutes every day.
- 2) Encourage your child to read different types of books.
- 3) Ask questions about the text as you read.





Question matrix



	is	did/ does	can	would	will	might
what						
where/ when						
which						
who						
why						
how						



BEFORE READING

What do you think this piece of text is about? Why do you think that?

Do you think this piece of text is fiction or non-fiction? Why do you think that?

What characters/types of people do you think might be in the text?

What clues are in the title or any pictures?

What do you already know about the topic of this piece of text?

Does the topic of this text remind you of anything you have seen or done before?



DURING READING

What will happen next in the text? Why do you think that?

How do you feel about the topic of the text?

Are there any ways that you can identify with any of the characters/topics? How?

How do you think the text is going to end?

How does this text connect with you and your life?

Has anything like this ever happened to you before?

What pictures have you had in your mind as you've been reading?

If you were in the text, what do you think you would hear, taste, smell or feel?

Can you put what you have read so far in your own words?

What do you think has been the most important part in the text so far?

What have you found most interesting in the text so far? Why?

AFTER READING

What is the main message of this piece of text?

What did you like or dislike about the text?

What was the main part of the text?

What was the author's purpose? How do you know this?

Was there a problem to be resolved in the text? If so, how was it resolved?

Have your feelings about the topic changed? How?

How did the piece of text make you feel?

Did you enjoy the piece of text? Why/why not?

Were you surprised by the ending? Why/why not?

Would you recommend this piece of text to someone else to read? Why/why not?

If this piece of text had a sequel, what do you think it would be about?

What questions would you have for

02



How do we
teach writing
at HPS?





6. Editing and Publishing

Pupils work must be marked before this stage. Allow the children to make corrections and improvements based on feedback.

6. Big Write

Pupils independently write. They should be given a clear success criteria including the key skills taught.

1. Text Immersion

Explore the text type features. This includes the key skills needed to understand the text.

2. Deconstruct

Finding the key skills in a model text that is created by the teacher.

3. Shared Write

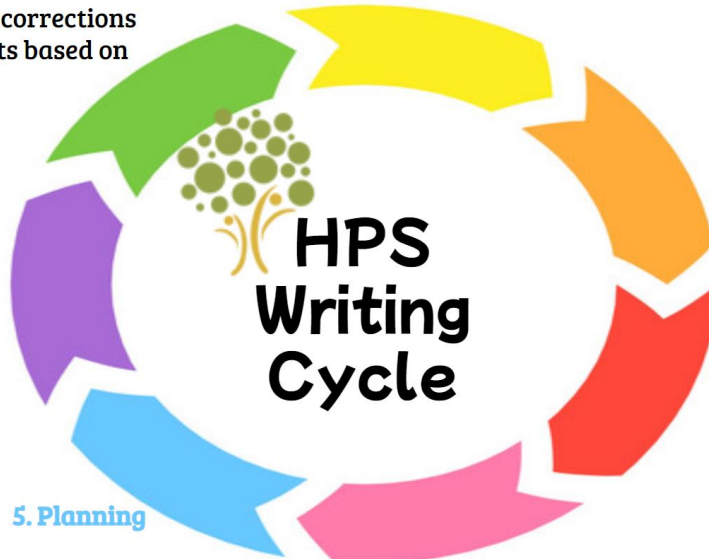
Collaborate to write a class model of the text type.

4. Supported Write

Pupils write their own version of the text type with lots of adult support and intervention.

5. Planning

Pupils independently plan their ideas for writing. They can use resources shown prior to this stage.



Writing Cycle



Text immersion - Explore the text type features. This includes the key skills needed to understand the text.



PARENTS AT HUJJAT: IMPORTANT INFORMATION BELOW.



WARNING



Read the following information carefully. Once you have read them, follow the steps in silence.

- 1) First, slowly stand behind your small, comfortable chair. To avoid injuries, make sure that you tuck your chair underneath the table.
- 1) After that, carefully put your hands in the air and wave them at the kind, smart teacher. Try to smile as you do this!
- 1) Finally, return to your seat and sit as still as a statue.

- ★ What kind of sentences were those?
- ★ What was the purpose of those steps?
- ★ What type of text do you think we are going to learn about?

Writing Cycle



Deconstruct - Finding the key skills in a model text that is created by the teacher.



Deconstruct example in Year 2

L11 - LO: Use adverbs correctly **2W**

Task 1: We are going to be features detectives! What features can you spot in this narrative?

EXAMPLE

I **gently waved** goodbye to my mother, who was standing by the front door. I **swiftly turned** and started my adventure through the **deep, gloomy forest**. This was the first time I was going alone, I felt scared, I felt **brave**, I felt **courageous**! I took my first step in **and quickly** noticed all the **bulky, vast branches** scattered all over the forest ground. As I drew closer to the branches, I realised that they were smothered in **slimy, green moss**.

The further I walked along the more I began to notice that I was all alone! There was no one else travelling through the forest, all I could hear was the sweet sound of birds chirping. Along the **windy** path, **wild** flowers **gallantly swayed** in the gentle breeze urging me to **delicately** pick some up for my poorly Grandmother.

Key:

- Adjectives
- Verbs
- Adverbs
- Conjunctions
- Expanded noun phrases
- Sentences starters
- Punctuation (,)
- WOW vocabulary

SC: I understand what a verb is

I can use adverbs to describe verbs

I can use adverbs in my sentences

Writing Cycle

Shared write - Collaborate to write a class model of the text type.



Writing Cycle



Supported write - Pupils write their own version of the text type with lots of adult support and intervention.



Writing Cycle



Planning - Pupils independently plan their ideas for writing. They can use resources shown prior to this stage.



Writing Cycle



Big Write - Pupils independently write. They should be given a clear success criteria including the key skills taught. A Big Write takes place every two weeks!



Writing Cycle



Editing and publishing - Pupils work must be marked before this stage. Allow the children to make corrections and improvements based on feedback.



! feedback can be given during JJ time.

How to support your children at home with their writing.



1) **Knowing the skills English |**
Hujjat Primary School

2) **Allowing writing time at home.**
Writing for different purposes.

How to support your children at home with their writing.

3) Help your child practice their handwriting.



4) Support your child with learning their spellings.

04



Any
questions?

