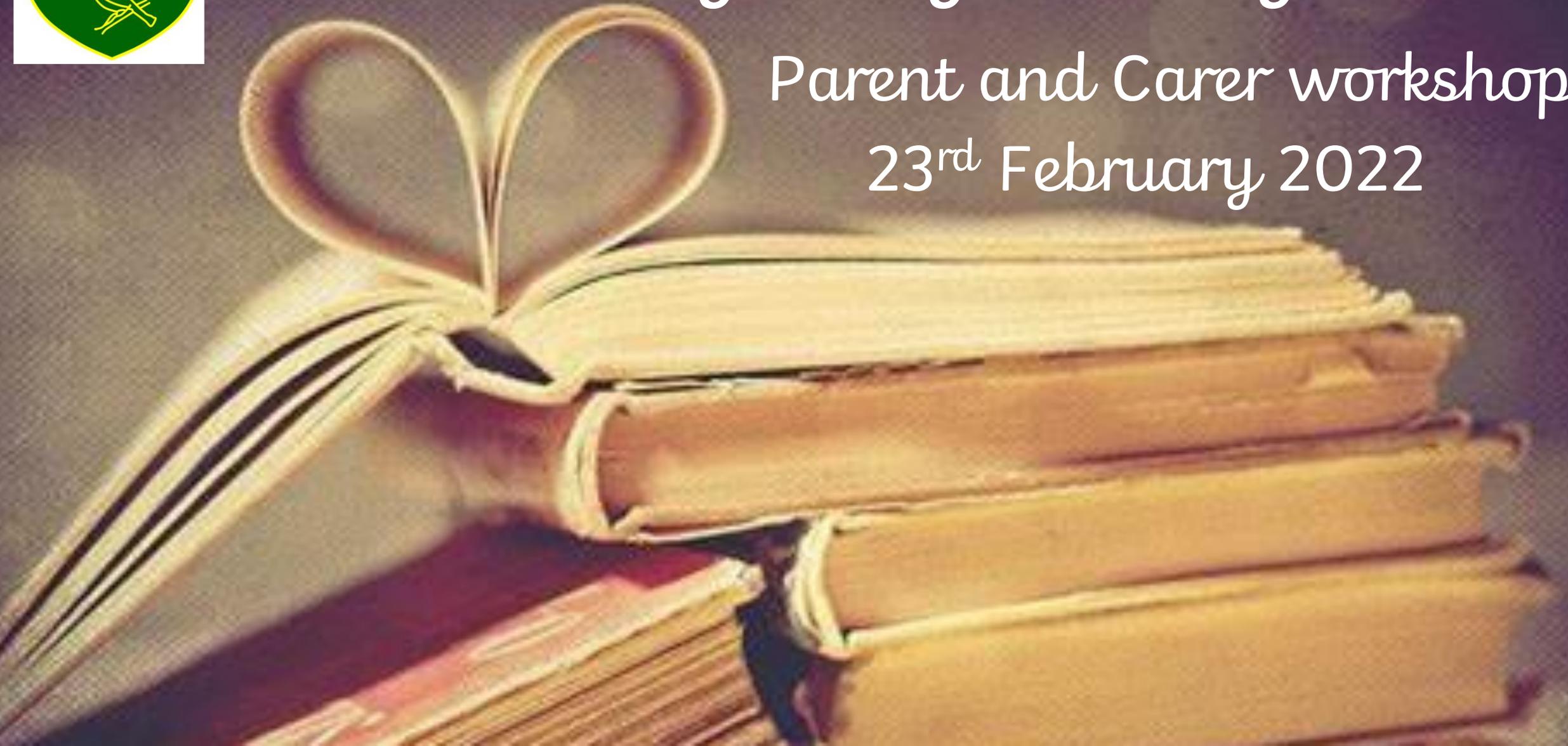




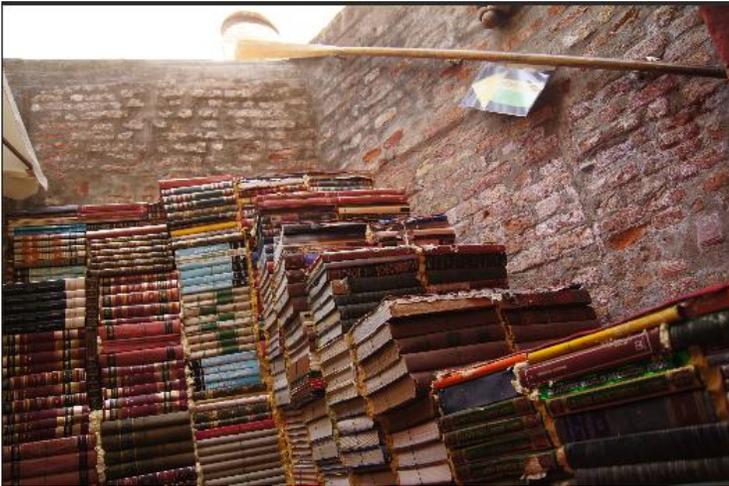
Key Stage 2 English

Parent and Carer workshop

23rd February 2022



Aims of the session



- To explain how we teach English in Key Stage 2
- To share ideas of how you can support your child
- To signpost resources which you may find helpful
- To answer any questions you may have about English in Key Stage 2

Oracy – every voice is valued

- Oracy is about communicating through listening and speaking
- This has been a particular focus for us over the past two years
- For more information, see the [‘Spotlight on Oracy’](#) document
- How can we practise Oracy skills?
 - Discussion and debate
 - Recognising different Oracy roles
 - Oracy games: Articulate, Balderdash, Would you rather..?, Talk Tennis, If I ruled the world..., the Yes / No game, Larry the Lampshade (!)



Oracy roles

Instigator



Clarifier



Builder



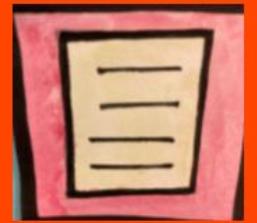
Challenger



Prober



Summariser



Would you rather?

Would you rather have . . .



a monkey to tickle



a bear to read to



a pig to ride



a cat to box with



a dog to skate with



or a goat to dance with

Why does intonation matter?

“I didn’t take his pen.”



How do we teach reading in Key Stage 2?

- We have a lovingly-crafted Literature Spine
- *Is it beautiful?* To learn, children need to play with lovely things. (Absolutely fit for purpose, something that brings joy and will make them think.)
- Seek to broaden their horizons through diverse choices
- Storytime and lots of reading aloud to our children
- Opportunities to read aloud in class, guided and 1:1 reading
- Reading as a part of English units – model texts
- Reading as a writer



VIPERS

- Teach children **active** reading comprehension strategies - what do good readers do in their heads?
- These skills can be applied to text, images, film, etc
- See VIPERS [questions](#) and [information](#) for more detail

Vocabulary

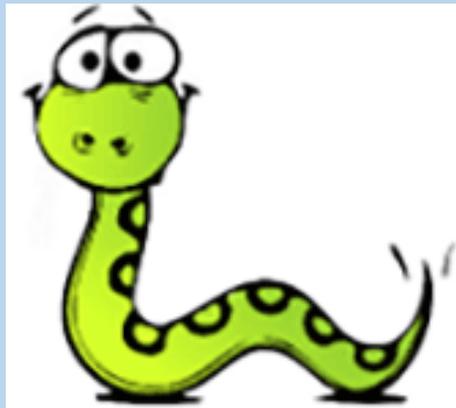
Infer

Predict

Explain

Retrieve

Summarise



Other reading skills to be developed during KS2

- Reading a wide range of material, including books structured in different ways and for different purposes
- Increasing familiarity with a range of genres and stories from other traditions
- Recommending books that they have read with justifications
- Identifying and discussing themes and conventions
- Make comparisons within and across books
- Learning poetry by heart
- Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume
- Participate in discussions about books

How do we teach writing in Key Stage 2?

- Writing is all about communication – what is the purpose and the audience? **Writing as a reader.**
- Looking at lots of high-quality model texts
- Explicit teaching and consolidation of handwriting, spelling, punctuation and grammar for this to become second nature
- Activities which focus on creativity (and bravery)
- Striving for the best and most precise vocabulary choices
- Thinking about the flow and structure when planning and writing – this may be quite scaffolded at first
- Opportunities for extended writing
- Editing, ‘uplevelling’ and evaluating writing



Starter: Showing not telling

**Uncle Vernon
was furious.**



How could we uplevel this sentence
to show character?

★ Why is this more effective for our reader?

Starter:

Use your five senses to describe this scene.

★ *Go beyond the literal...*



Thinking about the impact: adverbs

"We should build a fire." said Fred _____.

excitedly nervously sleepily
reluctantly bitterly impatiently recklessly

How does the meaning of this sentence change when adding different adverbs?

Other writing skills to be developed during KS2

- Planning their writing, selecting the appropriate form and noting and developing initial ideas
- Choosing appropriate grammar and vocabulary, understanding how choices can change and enhance meaning
- In narratives, describe settings, characters and atmosphere
- Integrate dialogue to convey character and advance the action
- Use a wide range of devices to build cohesion within and across paragraphs
- Use devices to structure non-fiction texts to guide the reader
- Edit and evaluate their own and others' work

How do we support less confident writers?

word banks

sentence starters / sentence stems

paragraph starters / mini inputs per paragraph

further images / video clips

group work

guided writing

key questions

texts to 'hug'

How do we extend more confident writers?

control

variety

range

subtlety

detail

depth

precision

authenticity

How can you help?



- The absolute best way to support your child's progress in English is to read aloud to your child
- Choose texts you love and immerse yourselves (do the voices!)
- See it as time gained - not time lost
- Ask your child questions about what they are reading and share your reading experiences to promote discussion
- Pounce on any enthusiasm for writing! Lists, instructions, ghost stories, anything!
- Have discussions about topics and play Oracy games
- Turn your Oracy, reading and writing experiences into learning opportunities – what skills are you using?



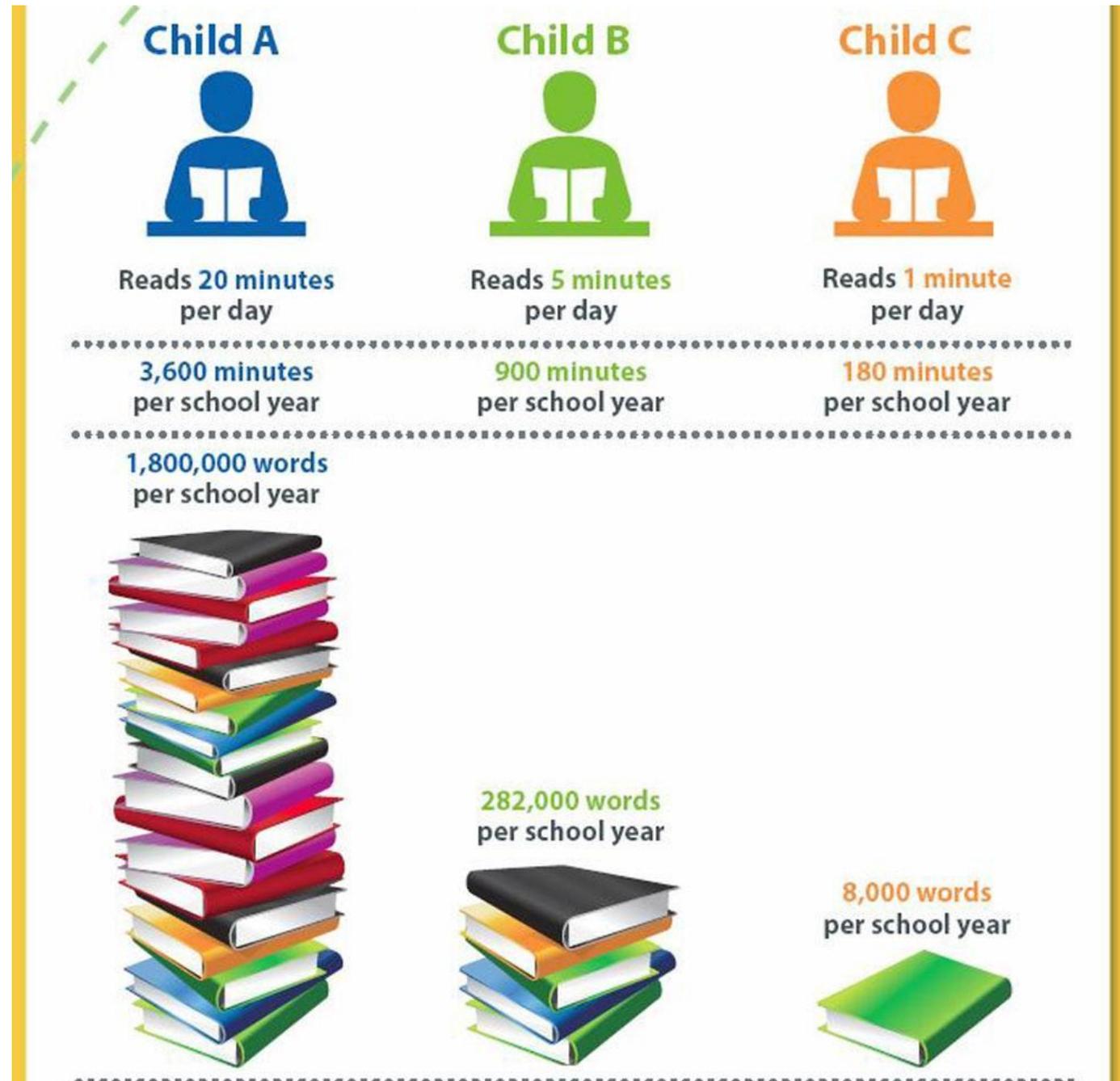
Some interesting research...

Faster reading study: 'Simply reading challenging, complex novels aloud and at a fast pace in each lesson repositioned 'poorer' readers as 'good' readers, giving them a more engaged uninterrupted reading experience over a sustained period. [Over 12 weeks] Average reading ages improved by 8.5 months for the groups overall and by 16 months for the 'poorer' readers.'



Why is home reading so important?

For more ideas of how to encourage reading at home, please read: [Ten top tips for reading at home](#) and [Enjoy reading document](#).



Supporting less confident children

- Speak to your child's teacher for support – they can advise you
- Communicate with the teacher via the reading record – [see ideas for what to write](#)
- Take the pressure off your child and share the load by taking it in turns
- Let great stories do the heavy lifting – get them hooked!
- Remember progress is not always smooth – children need time to consolidate
- Celebrate the small wins and give **lots** of praise



Thank you so much for coming.

Are there any further questions?

