





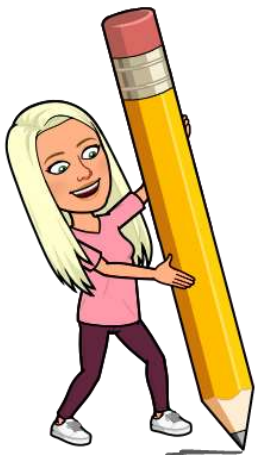
English at FPS



I see...

I think...

I wonder...



Do you see yourself as a reader or a writer?

The best readers make the best writers!
Do you agree?



Here's how many words children would have heard by the time they were 5 years old:

Never read to, 4,662 words; 1–2 times per week, 63,570 words; 3–5 times per week, 169,520 words; daily, 296,660 words; and five books a day, **1,483,300 words.**

The ultimate goal is for students to leave school as lifelong learners and continue their love of literature, with the ability to communicate their thoughts and ideas effectively in both written and spoken forms.

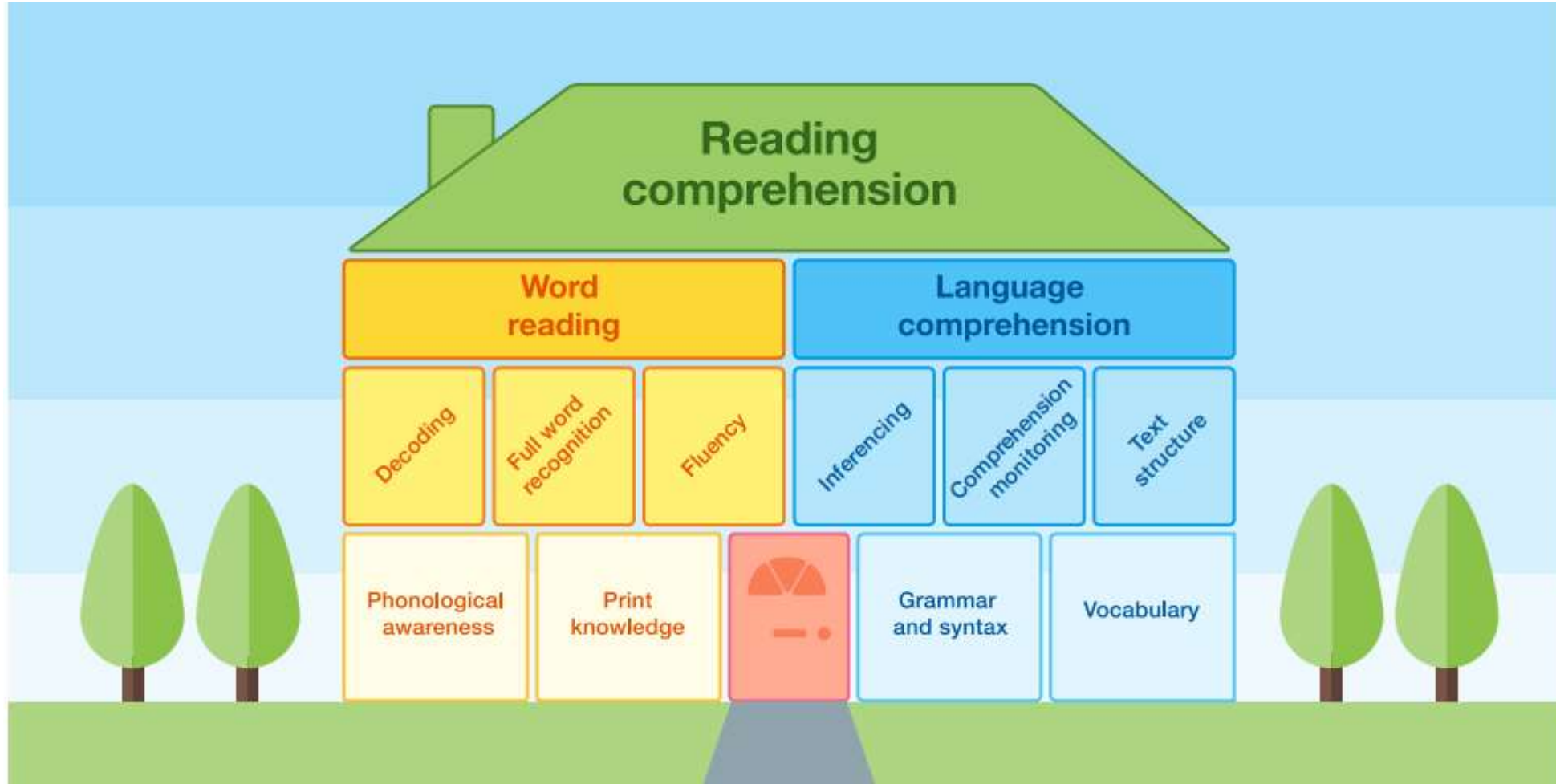
Vision: Students are immersed in a language rich English curriculum through a thematic approach to reading and writing; allowing them to become authors of their own world, choosing parts of their stories and controlling their own plot lines for academic success.

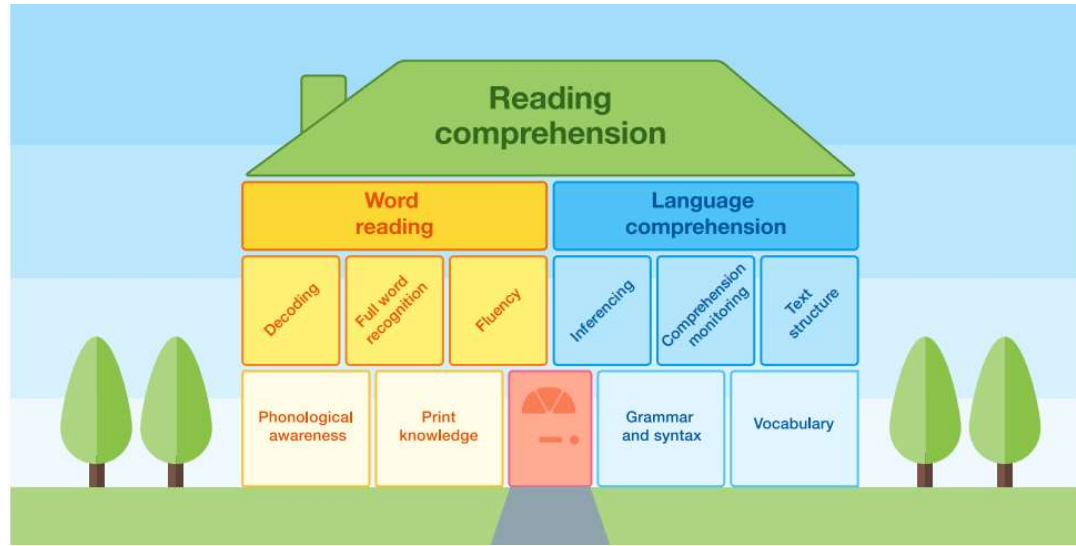
Every child has the potential to be a successful reader and writer, and we are committed to providing a nurturing, supportive and inclusive learning environment that encourages growth, creativity, and self-expression.

Through a dynamic, interactive and engaging curriculum, the aim is to foster a love of reading and writing in the students, while providing them with the necessary skills and strategies to excel in these areas.

To empower students to become confident, proficient and passionate readers and writers.







The goal of teaching reading is to enable children to comprehend written texts. To do this, pupils need to build both word reading and language comprehension skills.

The 'reading comprehension house' illustrates that word reading and language comprehension are underpinned by a number of other building blocks of reading. These component parts build on one another and connect together as children learn to read.

Vocabulary Instruction

By the end of secondary school, learners need a minimum of 15,000-20,000 words in their vocabulary
(Treffers-Daller, 2013)

Even if you learned 5 new words a day for 200 days of the school year, you would have only added 1,000 words to your vocabulary (James and Dianne Murphy, 'Thinking Reading')

Learners need to be adding 2,000 to 3,000 new words a year to their reading vocabularies
(Beck, Mckeown & Kucan, 2002)



Cloze activity example

As I stood at the edge of the beach, the _____ sunlight warmed my skin. The beach stretched out in front of me, a vast expanse of _____ sand that seemed to go on forever. The gentle waves _____ against the shore, creating a soothing melody that filled the air.

Palm trees lined the edge of the beach, their fronds _____ gently in the breeze. Seagulls soared high above, their calls echoing in the distance. They were like white specks against the brilliant blue sky.

Children raced back and forth near the water's edge, their _____ and shouts of joy carried by the wind. Some were building towering sandcastles with moats and drawbridges, while others attempted to catch the _____ waves with their buckets.

Further down the beach, a group of surfers caught the waves, riding them expertly on their colorful boards. It was a sight to behold, watching them balance and _____ along the water's surface.

Cloze activity

As I stood at the edge of the beach, the **dazzling** sunlight warmed my skin. The beach stretched out in front of me, a vast expanse of **golden** sand that seemed to go on forever. The gentle waves **lapped** against the shore, creating a soothing melody that filled the air.

Palm trees lined the edge of the beach, their fronds **swaying** gently in the breeze. Seagulls soared high above, their calls echoing in the distance. They were like white specks against the brilliant blue sky.

Children raced back and forth near the water's edge, their **laughter** and shouts of joy carried by the wind. Some were building towering sandcastles with moats and drawbridges, while others attempted to catch the **foamy** waves with their buckets.

Further down the beach, a group of surfers caught the waves, riding them expertly on their colorful boards. It was a sight to behold, watching them balance and **glide** along the water's surface.

Reading unlocks the key to a successful curriculum

Pupils who struggle to read struggle in all subjects and the wonders of a knowledge-rich curriculum passes them by unread. Fluency of reading is also a key indicator for future success in further education, higher education and employment.

Department of Education, The Reading Framework 2022



There are 3 aspects to reading in schools: **the first is teaching of reading**, the second is **reading in subjects** beyond English and the third is **reading for pleasure**.



Interpret



So what do our
monsters mean?



Explain



Review



Retrieve



Choice



Perform



Retrieve

Extract information throughout a whole text/key details from fiction and non-fiction



Interpret

Make inference from the text/ explain and justify using evidence from the text



Explain

Give/explain the meaning of words in context.

(Explain your preferences, thoughts and opinions about the text).

Explain with clear reasoning and precise language



***Summarise main ideas from more than one paragraph using their own words to establish clear meaning.
Make comparisons within the text.***

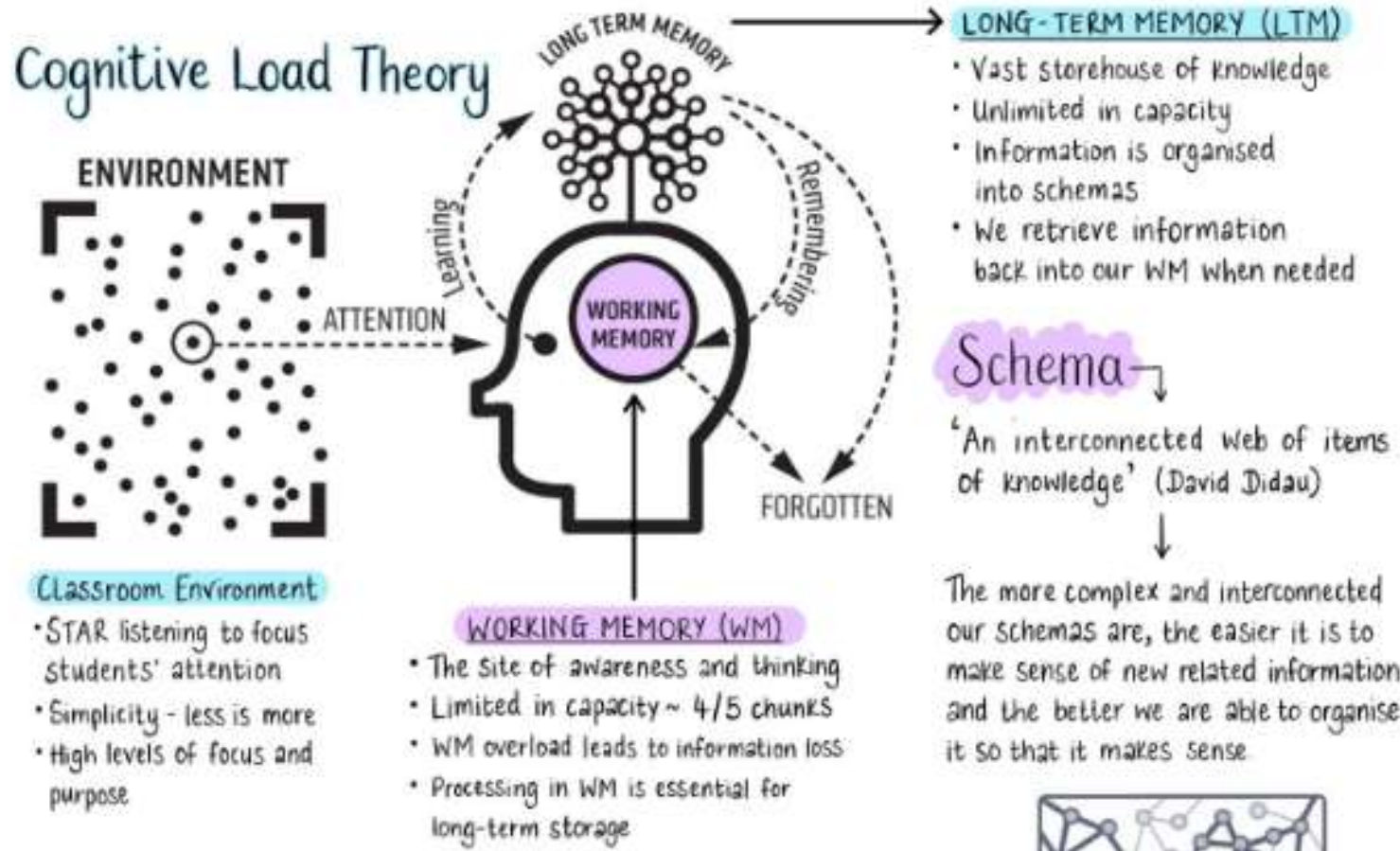


Identify/explain how information/narrative content is related and contributes to the meaning as a whole.



Perform, showing understanding through intonation, tone, volume and action.

Writing is one of the most cognitively challenging functions for the human brain.



- Grammar
- Spelling
- Logical order of writing
- Tone and formality
- Vocabulary
- Concrete confidence in prior knowledge

Any ‘new’ topic students are writing about.

TalkforWriting™

Imitation
Stage

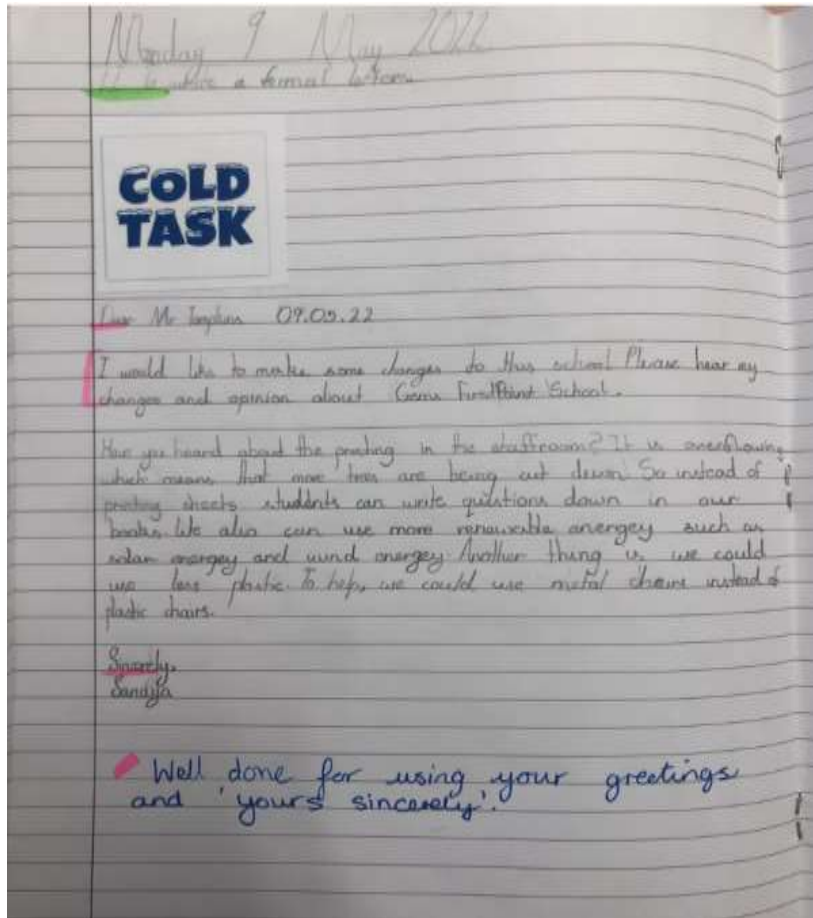
Innovation
Stage

Independent
Stage

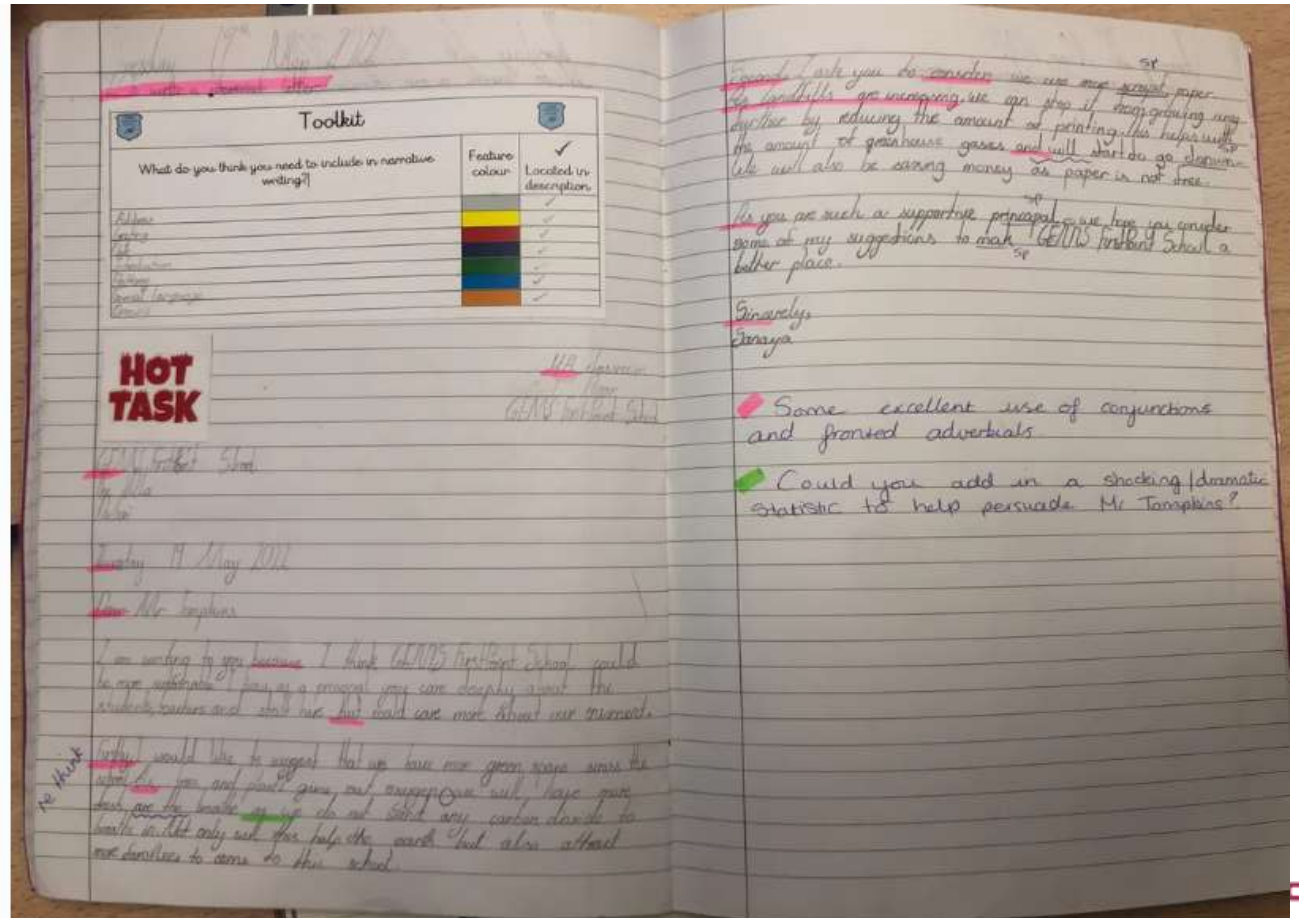


Progress

Cold Write – Before input

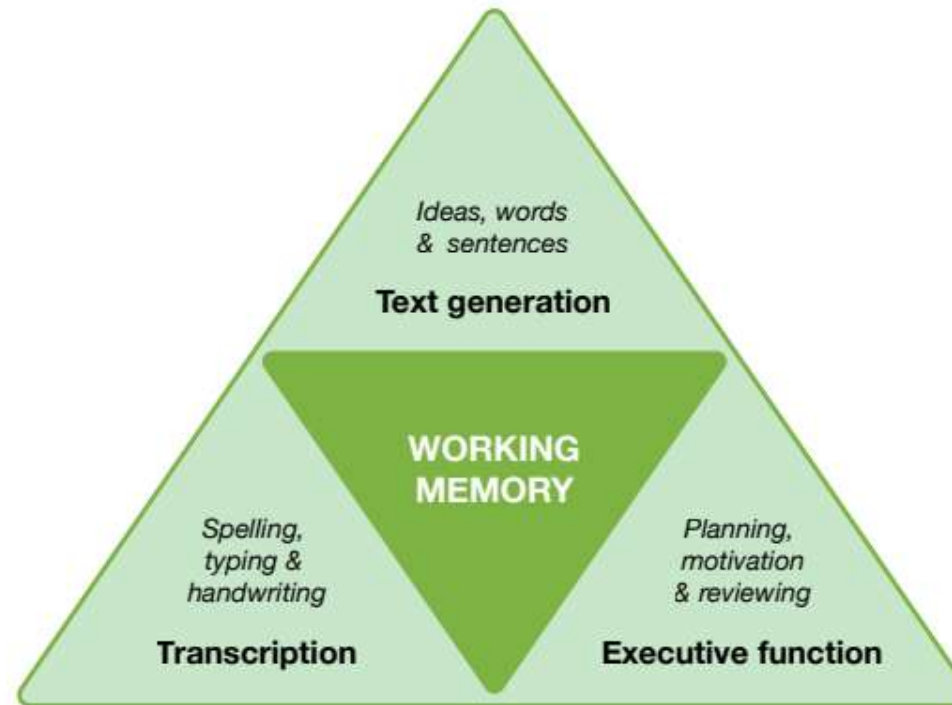


Hot Write – after input



Ronald Kellogg, an American literacy expert, argues that writing can be as cognitively demanding as chess.




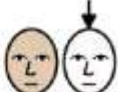












The Simple View of Writing:



Access for all...

Subject	Verb	Description
Maia	is	shy
She	has	long, dark hair
Her	is	curious
This	has	bright blue eyes
The girl	is	adventurous
Her face	has	a kind smile
Maia	is	intelligent
She	has	a determined expression
The girl	is	resourceful
Maia	has	a small scar on her cheek
She	is	friendly
Her voice	has	a gentle voice
The girl	is	observant
Maia	has	a mysterious locket
She	is	polite
Her bag	has	a worn, leather backpack
Maia	is	imaginative
She	has	a mischievous glint in her eye
The girl	is	confident
Her neck	has	a beautiful, handmade necklace

 Toolkit 	
Have you included the following text or language features?	✓ Self
Present tense	
Description - expanded noun phrases	
Varied sentence openers	
Similes and metaphors	
Commas in a list (more than one adjective)	
Varied pronouns	

 plaited hair	 triangular face	 dark eyes	 pale skin
 child	 smartly dressed	 attractive	 rosy cheeks
 brave	 clever	 plays piano	 musical
 bookworm	 polite	 confident	 adventurous






Parents who engage their children in books prepare them to become committed and enthusiastic readers:

- they can transform their attitudes to reading.
- children learn to focus and share the enjoyment of the story;
- they learn how stories start and finish, and how a plot unravels and is resolved;
- they learn that books can transport them elsewhere.



- book-related talk introduces children to language that they might not hear in ordinary conversation, especially the vocabulary of the book itself.
- This primes them to understand what they read later, in their leisure reading and across the curriculum.

What questions can I ask my child when they are reading?

<ul style="list-style-type: none"> • Where did the story take place? • What happened...? • Read the part that tells me... • What did he/she do? • Where did...? • Who are the main characters? • Who did...?  <p>Retrieve</p>	<ul style="list-style-type: none"> • What will happen next? • What will he/she do next? • What will ... do next? • How will he/she solve the problem? • What is this character like? • What is he/she feeling/thinking at the moment? • How would you feel? • What would you do?  <p>Interpret</p>
<ul style="list-style-type: none"> • What does...mean? • What makes you think that? • Can you explain why...? • What does this tell you about...? • Which words give you that impression? • What tells you that...?  <p>Explain</p>	<ul style="list-style-type: none"> • Why did the author use those words? Can you think of another word that means the same? • How has the author used... to...? • How has the author used words and sentences to...? • Why did the author choose this...? • Why has the author written the sentence in this way? • Which words and phrases tell you this?  <p>Clues</p>
<ul style="list-style-type: none"> • What effect does the author want? • What is the author trying to do? • What does the author think about...? • What makes this a successful...? • What does it make you think? • What did you like about...? • What would you change? Why?  <p>Review</p>	<ul style="list-style-type: none"> • Can you act like one of the characters? • Can you create actions to tell the story? • Can you summarise what you have read using freeze frames? • Read a part of the story again as if you are on stage.  <p>Perform</p>



FPS ARE Reading Tracker

BOOK BAND	Entry Aut 1	End Aut 1	End Aut 2	End Spr 1	End Spr 2	End Sum 1	End Sum 2
L&S PHONIC PHASE/S							
BOOK BOX							
Dark Red Box 35							Y6 ARE
Box 34					Y6 ARE		
Box 33			Y6 ARE				Y5 ARE
Box 32					Y5 ARE		
Dark Blue Box 31			Y5 ARE				Y4 ARE
Box 30					Y4 ARE		
Grey Box 29			Y4 ARE				
Box 28							Y3 ARE
Box 27							
Light Box 26					Y3 ARE		
Box 25							
White Box 24			Y3 ARE				Y2 ARE
Gold Box 23					Y2 ARE		
Purple Box 22			Y2 ARE				
Turquoise							Y1 ARE
Phases 5ii-0							
Box 21							
Orange					Y1 ARE		
Phase 5i							
Box 18 - 20							
Green				Y1 ARE			
Phase 5i							
Box 15 - 17							
Blue			Y1 ARE				
Phases 4-5i							
Box 12 - 14							
Yellow							YR ARE
End of YR							
Phases 3-4							
Box 9 - 11							
Red					YR ARE		
Phase 3							
Box 6 - 8							
Pink			YR ARE				
Phase 2							
Box 1 - 5							

Reading levels at FPS



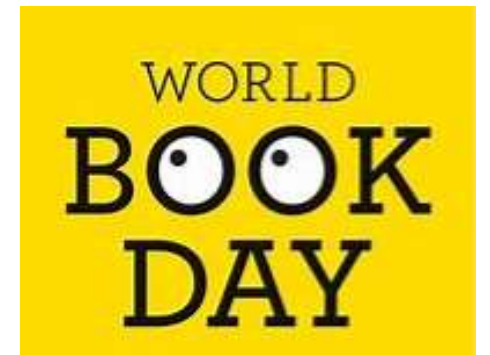
English Jargon Buster

This information includes many of the common terms you and your child may come across in English learning throughout Years 3 to 6.

English Parent Workshop
Tuesday 26th September 2023
Mrs Nadene Meades

Promoting English in Primary

- Reading and writing competitions
- 10 line challenge (coming up in October half term)
- FPS talks speaking competition and Gems Cluster competitions
- World Book Day
- Library time
- Literacy events throughout the year- eg. Poetry Day
- Book Fairs
- Book Swaps
- English Ambassadors
- [Pobble](#)





QUESTIONS



Remember...

Reading can take you places that you have never been before!







GEMS FIRSTPOINT READING BANDS

Book level	Description	Approximate Reading Age	Approximate year group
1	<p>Level 1 books are for children who are just beginning to learn about books and reading. At this stage, the child is likely to be learning the alphabet and may be able to recognise some simple, common words.</p> <p>Some books are wordless, with pictures telling the story. Wordless books provide lots to talk about, and help your child learn how to hold a book and turn the pages.</p>	Age 3-4	FS1
1+	<p>Level 1+ books are for children who are just beginning to use simple phonics to read words like 'sat' and 'pin'. The books use words that are familiar and predictable, and the pictures help convey the meaning of the story.</p>	Age 4-5	FS2
2	<p>By this stage, the child will be able to use their knowledge of letters and sounds to work out new words, though they may still need help.</p> <p>Pictures are used to help convey story meaning, and sentences are still mostly short and straightforward. Stories become very slightly more complex as the child becomes more comfortable reading more words.</p>	Age 4-5	FS2
3	<p>At this level, the child will be using phonics to help them read slightly more complicated words, including words with common digraphs like 'ee', 'oa', 'ch', and</p>	Age 4-5	FS2



GEMS FIRSTPOINT READING BANDS

	'th'. They will use phonics knowledge to work out less familiar words.		
4	By Level 4, the child will be using their phonics knowledge to work out words quickly, and will know a range of common tricky words (like 'said', 'some', and 'what') by sight. They are likely to be more confident in giving their opinion about stories and non-fiction texts.	Age 4-6	FS2-Year 1
5	By Level 5, the child will start learning alternative spellings for the sounds in words – for example, they will learn that the letters 'ou' can be pronounced like 'ow' or 'oo'. Level 5 books may contain words with apostrophes, such as 'didn't' and 'wasn't'. They will also introduce children to unusual words that extend their vocabulary, like 'terrible' instead of 'bad'.	Age 5-6	Year 1
6	Stories in Level 6 are longer and more complex than in previous levels. By Level 6, the child will often notice when their reading does not make sense, and they will go back to correct themselves without being asked to. They will be able to work out many words automatically without sounding them out. They will be working on more alternative spellings for different sounds – for example, they may know that the 'igh' sound can also be spelled 'ie', 'y, or 'i'.	Ages 5-6	Year 1
7	At Level 7, most children can read out loud quite fluently and	Ages 5-6	Year 1 -2



GEMS FIRSTPOINT READING BANDS

	can usually find the answer to a question within a section of text. The child will get used to words with unusual phonics patterns, such as 'beautiful', 'eye', and 'any'. Words with several syllables will often be included.		
8	At Level 8, children are generally more confident in their reading and know most common, non-decodable tricky words. Level 8 stories are often split into chapters. The child is likely to enjoy choosing which books to read, often reading some of the text in order to help them decide.	Ages 6-7	Year 2
9	Once the child is at Level 9, they will be able to read most words automatically, either silently or out loud. With non-fiction texts, they will be able to use features like indexes, headings, and photo captions to find information.	Ages 6-7	Year 2
	Children reading at Level 9 should be capable of achieving National Standard in the end of KS1 assessments.		
10	By Level 10, the child will be building up their stamina to read longer texts. They will use parts of unfamiliar words to help them work out the meaning (for example, spotting that 'clarify' is a bit like 'clear' so 'clarify' means 'to make clear').	Age 6-7	Year 2
11	Children at Level 11 usually show a good understanding of what they are reading, and automatically take account of punctuation when they read. The child begins to use inference more confidently, working out information that may only be hinted at in the text.	Age 6-7	Year 2
12 Lime +	At level 12, the child is confident in reading books a level 11 and can use their inference skills		



GEMS FIRSTPOINT READING BANDS

	more confidently. They can comment on the author use of language and begin to discuss the impact this has on the reader.		
	Key Stage 2		
8-11	Moving in to key stage 2, children can continue working on bands 8-11- see descriptors as above.	Age 7-8	Year 3
12	By Level 12, the child will be using clues from a text to help them work out the meaning of words. They will use inference and empathy to understand the narrator's feelings.	Age 7-8	Year 3
13	By Level 13, the child will probably be able to read for 20 or 30 minutes at a time. They will be learning to skim and scan non-fiction texts to find information and answer questions.	Age 7-8	Year 3
14	Children at Level 14 can read increasingly complex stories and non-fiction confidently and fluently. The child will be able to express an opinion about a story or non-fiction book, and may sometimes back up their opinion with quotations from the text.	Age 8-9	Year 3-4
15	By Level 15, the child will sometimes independently read several chapters of a book in one go. They may be introduced to more technical language and demanding vocabulary. At school, the child will probably be learning to understand charts and diagrams in non-fiction texts.	Age 8-9	Year 4
16	At Level 16, the child will be more confident in using inference, learning about characters through dialogue as well as direct description. They may be able to retell a story from the point of view of a different character.	Age 8-9	Year 4 -5



GEMS FIRSTPOINT READING BANDS

17	At this level, children can read quite demanding novels and non-fiction independently and fluently. The child will be able to quote from a text in order to explain their thoughts about it.	Age 9-10	Year 5
18	By Level 18, the child will be introduced to more unusual and sophisticated vocabulary, with words like 'interference' and 'crescendo'. They will sometimes be able to work out the point of view of a particular story or non-fiction text. Authors writing at this level use many diverse styles, and the child is likely to react very differently to different books they are reading.	Age 9-10	Year 5-6
19	By now, the child will be reading books and non-fiction texts that are very varied in structure, tone, language, and approach. They will be able to detect and discuss some of the ways in which an author's writing can influence how readers feel about a book.	Age 10-11	Year 6
20	At Level 20, children can read challenging, age-appropriate novels and non-fiction texts independently and fluently. They know that there may be different layers of meaning in a text, and will be able to identify some underlying themes and ideas.	Age 10-11	Year 6
FREE READER			



GEMS FIRSTPOINT READING BANDS

English Jargon Buster

This information includes many of the common terms you and your child may come across in English learning throughout Years 3 to 6.



English Parent Workshop
Tuesday 26th September 2023
Mrs Nadene Meades

English Jargon Buster

Year 3

This list includes many of the common terms you and your child may come across in English in year 3. Some of these terms will be new to your child, but they may have already learned about many of them in year 2.

English Term	Definition	Example
adjective	A word that describes a noun.	beautiful
adverb	A word that describes a verb. Often these end in -ly, but not always.	slowly
alliteration	A technique that uses repetition of the first sound or letter of a string of words.	three terrific turtles
common exception words	Also known as tricky words, these are words that don't fit regular spelling patterns taught in school. Children are taught to recognise and spell these by memory.	said, have like
conjunctions	Words which join together separate ideas within sentences.	and, but, so, because, however,
direct speech	Speech that is written exactly as it is said by the speaker. It is punctuated with inverted commas.	John said, "I like playing football with my friends."

English Term	Definition	Example	
exclamation mark	A punctuation mark at the end of a sentence expressing shock or anger. It's used to finish exclamations too, which are sentences which show strong levels of emotion or excitement.	Today was amazing!	
FANBOYS	An acronym for the conjunctions for, and, nor, but, or, yet and so.		
fiction	A piece of writing that has been made up.		
first person	Text that is written from the point of view of the narrator..	I, we, my and our	
haiku	A traditional Japanese poem made up of three lines which follows a specific syllable structure.		
homophone	A word that sounds the same as another word but has a different meaning.	there, their, they're	
inverted commas	The punctuation that goes at the beginning and end of direct speech.		

English Jargon Buster Year 3

English Term	Definition	Example
kenning	A type of poem using two word phrases, either noun-verb or noun-noun.	
limerick	A five line poem designed to make people laugh.	
non-chronological report	A piece of non-fiction text that is not written in time (chronological) order.	
non-fiction	A piece of writing that is based on truth or fact.	
noun	A naming word used to name a person, place, thing or idea.	chair
onomatopoeia	Words that use sound to help the reader's imagination. They sound like the word they are naming.	boom, hiss, pop
prefix	A group of letters that goes in front of a root word to change the meaning.	mis, dis, un, pre

English Jargon Buster Year 3

English Term	Definition	Example
root word	A basic word that doesn't have a prefix or suffix added to it.	jump
suffix	a group of letters that goes at the end of a root word to change the meaning.	-ed, -er, -ly
third person	text that is written from the point of view of an outside.	he, she, they
verb	an action word that describes what someone or something is doing.	run, jump, climb
WAGOLL	an acronym for 'What A Good One Looks Like' - another name for an example text to show children what the teacher is looking for.	

English Jargon Buster

Year 4

English Term	Definition	Example
adverbial phrase	a group of words that tells you how, when, why, where and how long something is happening.	The cat purred contentedly on the sunny windowsill.
definite article	the : a word that is used before a noun to make it specific, for example the prince.	
determiner	a word such as the , my or a , which adds more information to a noun, for example my sandwich.	
expanded noun phrase	a group of words used like a noun, but with more information. For example	Instead of writing the dog , you could write the small, fluffy dog .
explanation	explaining meanings, themes and patterns in a text and why they are used.	
fronted adverbial	an adverbial phrase that goes at the beginning of a sentence.	Early in the morning, Before the sunrise,

English Jargon Buster

Year 4

English Term	Definition	Example
indefinite article	a/an: a word that is used before a noun to make it unspecific, for example a supermarket.	
inference	working something out using reasoning and evidence rather than guessing.	
prediction	using evidence from the text to say what might happen next.	
pronoun	a word that replaces the noun in a sentence to avoid repetition, such as he , she , they or it .	
retrieval	the process of finding information in a text to answer a question.	
summarise	taking the key information or points from a text.	
vocabulary	a set of words that a person knows.	

English Jargon Buster




Year 5

English Term	Definition	Example
clause	a group of words including a subject and a verb that makes a sentence or part of a sentence.	
co-ordinate clause	these are clauses that combine two sentences of equal importance, using conjunctions such as or , but or yet .	
figurative language	language that is not literal, but is often used to compare within writing, such as similes, metaphors and idioms.	Her smile was as bright as the sun. Cotton wool clouds.
intonation	changing your tone of voice to show emotion and emphasis while reading aloud.	
modal verb	a type of verb that affects the meaning of a sentence by showing obligation (should), possibility (might), prohibition (may) or ability (can).	
parenthesis	a word, phrase or longer clause added into a sentence to add extra information. It is separated from the rest of the sentence with punctuation such as brackets, commas or dashes.	



English Term	Definition	Example
relative clause	a type of subordinate clause which gives extra information about a noun using a relative pronoun.	The book <u>that is on the table</u> is really interesting.
relative pronoun	a word that is used to begin a relative clause, such as who , that or which .	
subordinate clause	clauses that don't make sense on their own. They give extra information to a main clause, usually using a conjunction such as if , when or although .	<u>After she finished her homework,</u> she went to the park.
time adverbial	a word or phrase that gives information on when, for how long or for how often an event has happened or will happen for.	Yesterday, First, Next, In the evening,

English Jargon Buster

Year 6

English Term	Definition	Example
active	The active voice shows a subject performing the action described by its verb. For example,	Claire threw the ball. In this sentence, the subject (Claire) performs the action (threw).
bullet points	Bullet points are a type of organisational device that can be used to separate items in a list or to separate sentences or paragraphs to make the text clearer.	
colon	A type of punctuation mark used to separate two independent clauses within a sentence. Colons are often used to show that a list or explanation is about to follow.	
dash	There are two types of dash: the em dash and the en dash. The em dash is slightly longer and is used to separate additional information from the text for dramatic effect. The en dash is shorter and is used to connect compound adjectives (award-winning), show a divide (north-south) or show a range (2002-2008).	
debate	a formal argument between two sides with opposing views.	

English Jargon Buster Year 6

English Term	Definition	
ellipsis	An ellipsis is a punctuation mark that can be used to show that text is missing, to show the reader to leave a pause for effect/suspense or to show that a thought is trailing off.	
formal	Formal speech or texts avoid use of slang words and contractions to keep information precise and polite. An example of a formal text may be a letter or essay.	
hyphen	A punctuation mark that looks similar to a dash. It is used to join words or parts of words together or to reduce ambiguity.	
informal	An informal speech or text is casual and relaxed and may use slang words, colloquial phrases and contractions as well as following grammar rules less strictly.	
passive	The passive voice shows that the action is happening to the subject. For example, The ball was thrown by Claire. The subject (Claire) had the action of the ball being thrown happen to her.	
semicolon	A type of punctuation used to join two closely related independent clauses or break up sentences in the place of a conjunction. Semicolons can also be used to punctuate a list.	