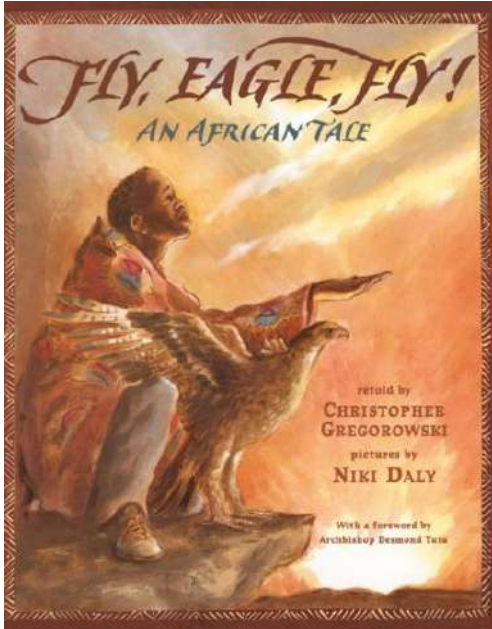


Key Stage 2
English and Maths Workshop

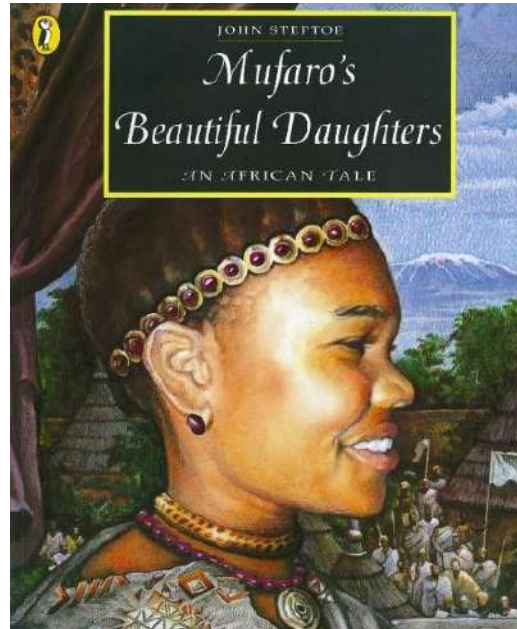
Wednesday 12th October

Writing at PMLS

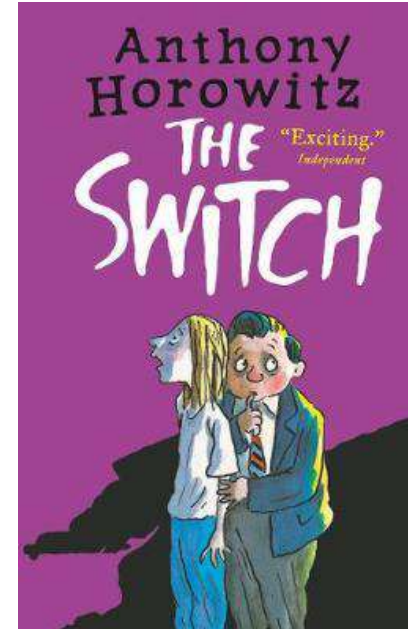
Writing is based on core texts:



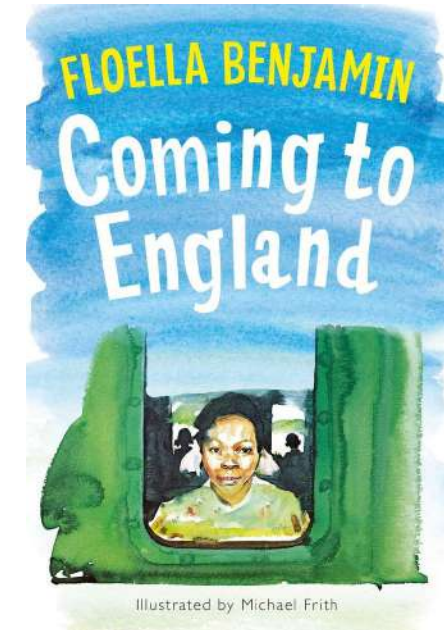
Year 3



Year 4



Year 5



Year 6

The children write different genres based on these books. This is taught through a process of **modelled** and **independent** writing.

Year 3 grammar objectives:

Formation of nouns using a range of prefixes [for example super-, anti-, auto-]
Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]
Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
Introduction to paragraphs as a way to group related material
Headings and sub-headings to aid presentation
Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]
Introduction to inverted commas to punctuate direct speech
Extending the range of sentences with more than one clause by using a wider range of conjunctions , including when, if, because, although (<i>these are subordinating conjunctions</i>)
Vocabulary to know: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas/speech marks

Year 4 grammar objectives:

The grammatical difference between plural and possessive -s
Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]
Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
Fronted adverbials [for example, Later that day, I heard the bad news.]
Use of paragraphs to organise ideas around a theme
Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
Apostrophes to mark plural possession [for example, the girl's name, the girls' names]
Use of commas after fronted adverbials
Extending the range of sentences with more than one clause by using a wider range of conjunctions , including when, if, because, although (<i>these are subordinating conjunctions</i>)
Vocabulary to know: determiner, pronoun, possessive pronoun, adverbial

Year 5 grammar objectives:

Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]

Verb prefixes [for example, dis-, de-, mis-, over- and re-]

Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun

Adverbs to indicate degrees of possibility [for example, perhaps, surely]

Modal verbs to indicate degrees of possibility [for example, might, should, will, must]

Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]

Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]

Brackets, dashes or commas to indicate parenthesis

Use of commas to clarify meaning or avoid ambiguity

Integrate dialogue into narrative

Vocabulary to know: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

Year 6 grammar objectives:

The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]

How words are related by meaning as synonyms and antonyms [for example, big, large, little].

Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].

The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]

Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis

Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]

Use of the colon to introduce a list and use of semi-colons within lists

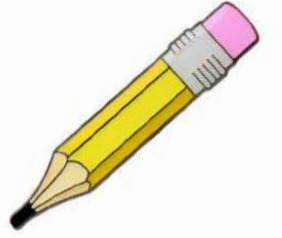
Punctuation of bullet points to list information

How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]

Integrate dialogue into narrative

Vocabulary to know: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet-points

Supporting your child with writing



Top tips:

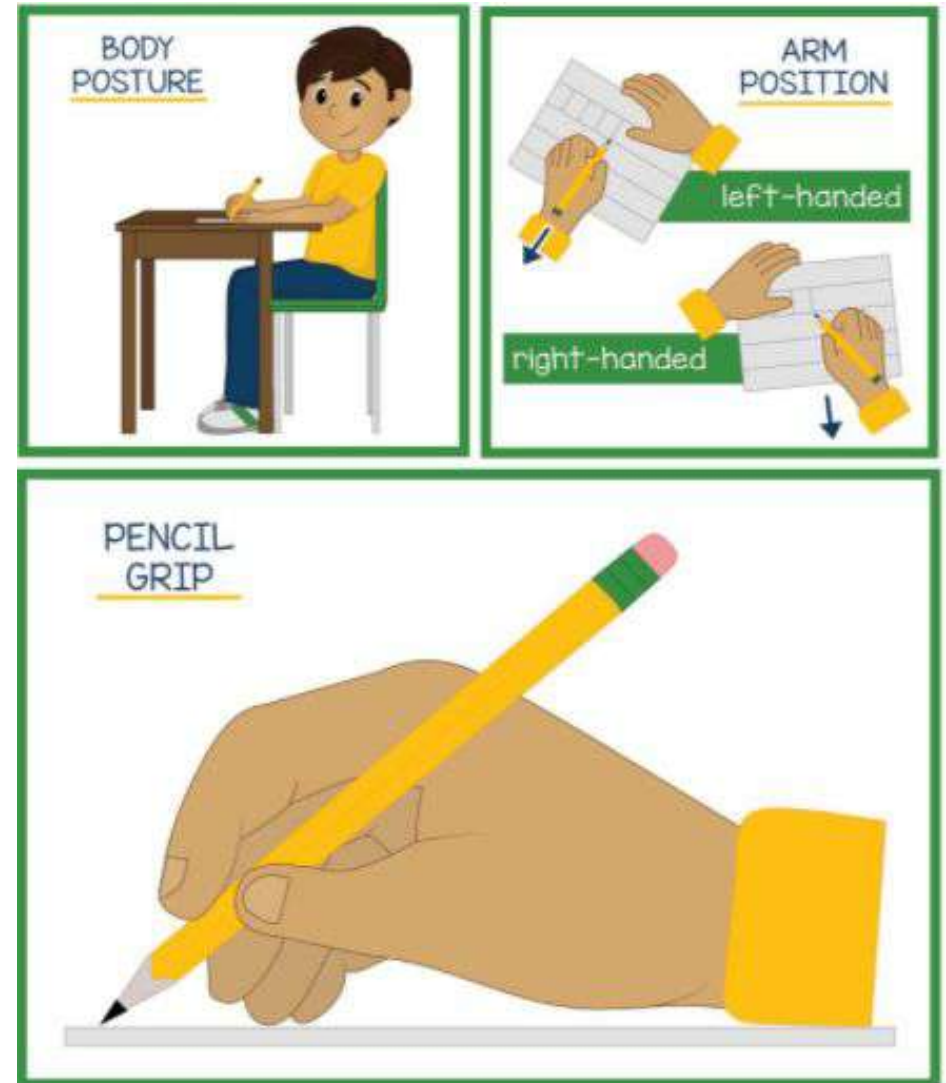
- Make sure your child really understands the task before they begin.
- Remind your child to always include key grammatical features in their writing to maintain high expectations in writing. For example:
 - capital letters
 - full-stops
 - paragraphs
 - correct use of apostrophes
 - commas
- Always encourage your child to proof-read their writing before they finish.

Supporting your child with handwriting

Whenever your child is writing by hand, encourage them to think about their handwriting.

Try to support your child by...

- encouraging them to sit correctly
 - grip their pencil correctly
- helping them with the size of their letters
- encouraging them to think about where each letter sits on the line
- encouraging them to join their letters



Supporting your child with spelling

You can make spelling tricky words more memorable using some fun techniques...

Pyramid words

p
p y
p y r
p y r a
p y r a m
p y r a m i
p y r a m i d

Spot a word in a word

sep – a – **rat** – e

Naughty letters

Rainbow writing

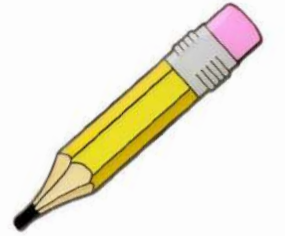
Drawing an image
around the word

serious

serious serious



Helpful websites for writing



BBC bitesize KS2:

<https://www.bbc.co.uk/bitesize/subjects/zv48q6f>

Topmarks KS2:

<https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>

Crickweb KS2:

<http://www.crickweb.co.uk/ks2literacy.html>

Reading at PMLS

Reading is taught daily in KS2 through **Destination Reader**. DR focuses on a key text each half-term and eight key reading skills:

Evaluating 

Making Connections 

Questioning?

Clarifying 

Inferring 

Summarising 

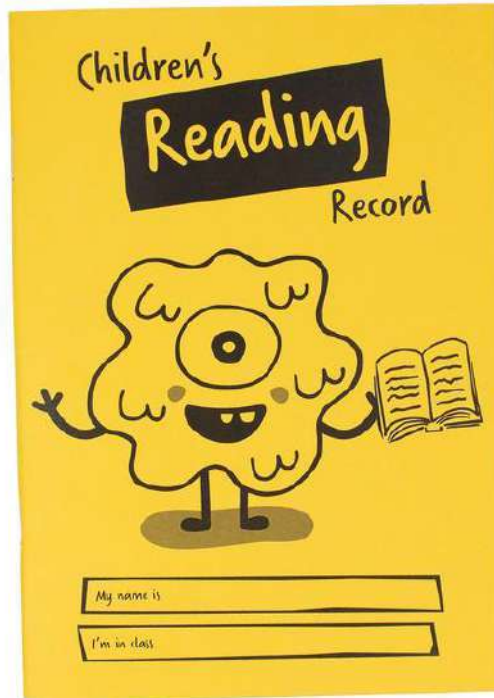
Predicting



Retrieval



Reading with your child at home



Banded home readers



Library books
(the children can reserve library books via *Access It*)

Supporting your child with reading



Top tips:

- Encourage your child to find a calm, quiet environment to read.
- Walk through the book/ text with your child first, before they begin to read:
 - *read the title of the book/text and look at the front cover*
 - *discuss what the book/text might be about*
 - *look at the blurb together*
 - *look at any pictures together*
 - *identify any key words together*
- Encourage your child to use a range of strategies when they find a word tricky.
- Focus on a range of reading skills with your child e.g. **retrieval**, **inference** and **summarising** skills when asking them questions about the book/text they've read.
- Encourage your child to always give evidence for their answers to reading questions.

Reading difficult words



If your child gets stuck on a word, you could...

1. Ask them to use their sounds (phonics).

Consonant sounds															
f	l	m	n	r	s	v	z	sh	th	ng					
ff	ll	mm	nn	rr	ss	ve	zz	ti	ci	nk					
ph	le	mb	kn	wr	se	c	se								
b	c	d	g	h	j	p	qu	t	w	x	y	ch			
bb	ck	dd	gg		g	pp	tt	wh				tch			
ch					dge										
Vowel sounds															
a	e	i	o	u	ay	ee	igh	ow							
	ea				a-e	y	i-e	o-e							
					ai	ea	ie	oa							
						e	i	o							
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure					
u-e	ue		ore	are	ur	ow	oi								
ew		aw	au		er										

2. Ask them to miss out the word, read the rest of the sentence and see if they can work out what it means.

3. Use picture clues to help them



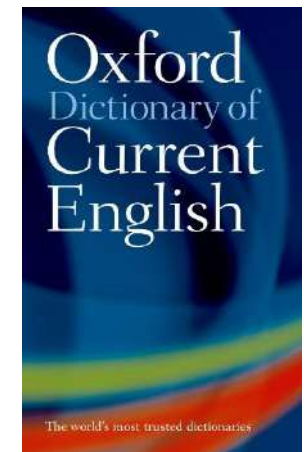
The dog ran after the ball.

Revisit the word at the end of the reading session. Can your child remember what the word was?

4. Ask them to use their knowledge of prefixes and suffixes to help them break down the word.



5. Encourage them to use a dictionary to find the meaning of the word.



Remembering new vocabulary

Children need to revisit new words lots of times to remember what they mean and how to use them.

Once your child has come across a new word...

- write the word down with its definition and stick it up around the house (perhaps in the kitchen/on the fridge)
- revisit the word the next hour, the next day, the next week etc until your child remembers it well
- use the new word as much as possible in everyday speech to help your child understand how to use it correctly.

Helpful websites for reading

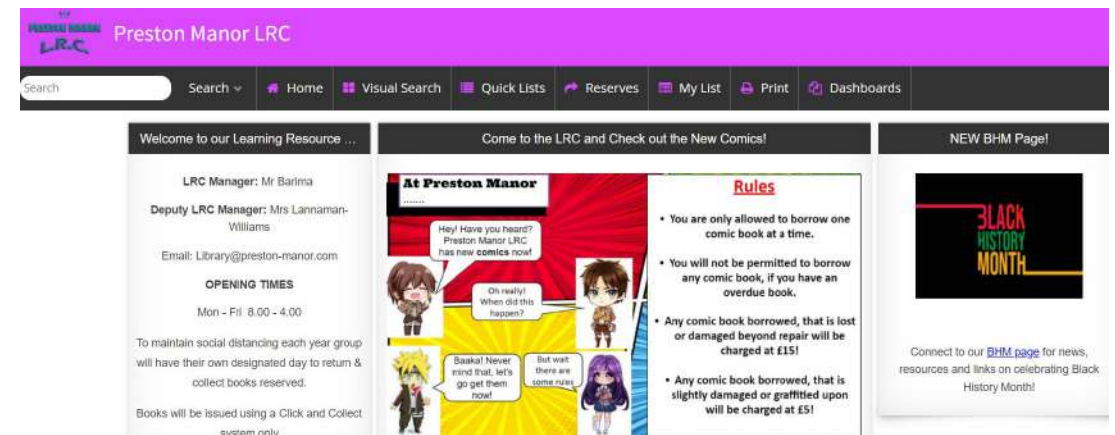


BBC Bitesize:

<https://www.bbc.co.uk/bitesize/subjects/zv48q6f>

Don't forget Access It too!

<https://uk.accessit.online/prs04/#!dashboard>





Supporting your child with Maths at home



What you say really matters.

Don't worry. I wasn't very good at Maths at school either.

We didn't do it like this when I was at school.



You'll have to ask someone else. I'm terrible at fractions.

Oh no – time for the dreaded Maths homework.

Talking positively about Maths is proven to reduce Maths anxiety.

Let's try this together.

What can we use to help us?



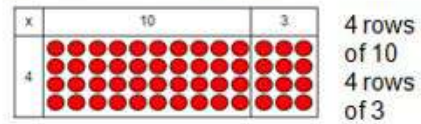
Don't give up.
You're doing really well and will get there.

The best bit about Maths is finally working something out.

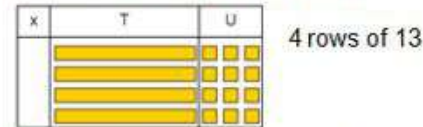
Your child will experience Maths through concrete materials, pictures and written calculations.

Grid Method

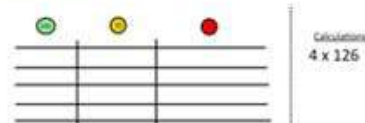
Show the link with arrays to first introduce the grid method.



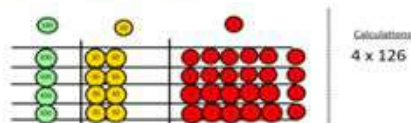
Move on to using Base 10 to move towards a more compact method.



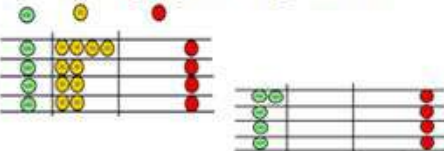
Move on to place value counters to show how we are finding groups of a number. We are multiplying by 4 so we need 4 rows.



Fill each row with 126.



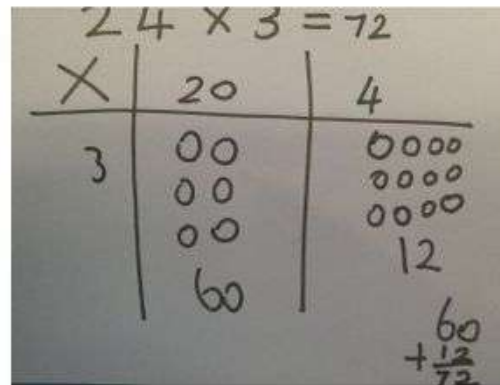
Add up each column, starting with the ones making any exchanges needed.



Then you have your answer.

Children can represent the work they have done with place value counters in a way that they understand.

They can draw the counters, using colours to show different amounts or just use circles in the different columns to show their thinking as shown below.



Start with multiplying by one digit numbers and showing the clear addition alongside the grid.

x	30	5
7	210	35

$$210 + 35 = 245$$

Moving forward, multiply by a 2 digit number showing the different rows within the grid method.

	10	8
10	100	80
3	30	24

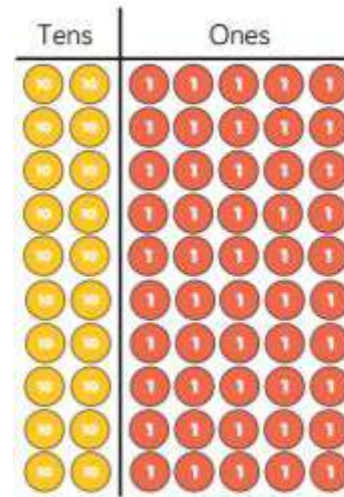
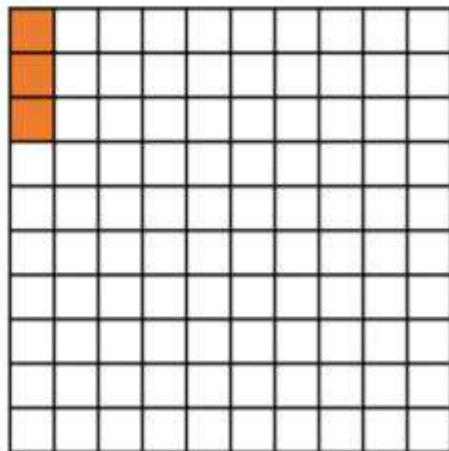
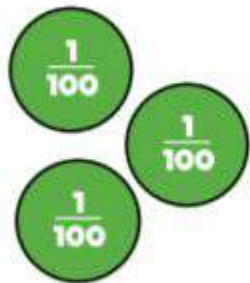
x	1000	300	40	2
10	10000	3000	400	20
8	8000	2400	320	16

This is often the thing that parents find difficult to interpret.



4 rows
of 10
4 rows
of 3

What fraction is shown in both representations?
Can you convert this in to a decimal?



Write the calculation shown by the place value counters.

Each row has ____ tens and ____ ones.

Each row has a value of ____.

There are ____ rows.



















The calculation is $\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$.


Remember the pictures are there to support the learning. Ask your child what they notice about the picture first. Count how many the picture represents then go from there.

They will also learn to use reasoning to solve problems. Asking your child to explain how they know something is right or wrong really helps with this.

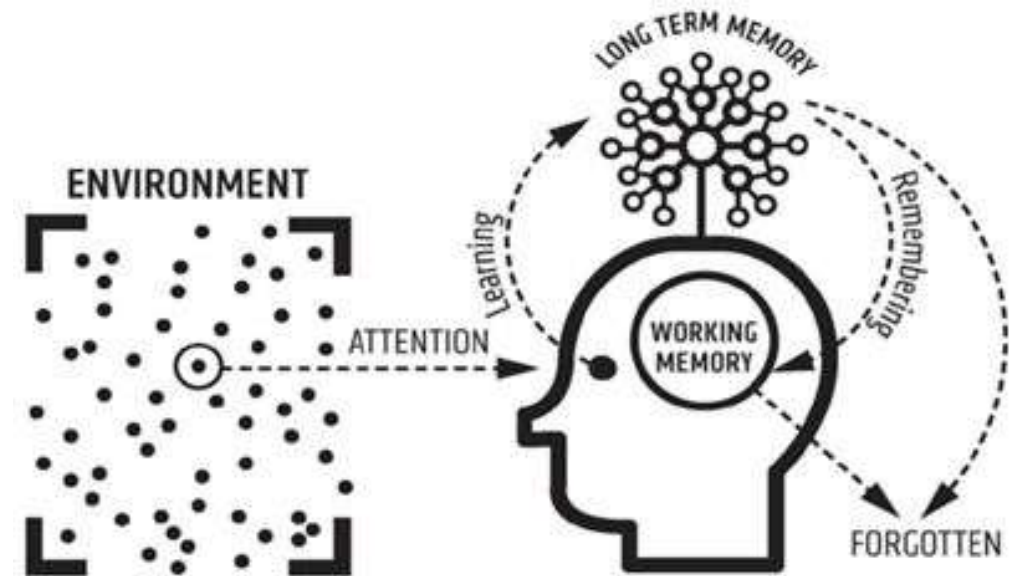
True or False? 1,000s, 100s, 10s and 1s

If a hundreds counter is added to the place value grid, it would represent the number 5,543

1,000s	100s	10s	1s
 	 	 	 
 	 	 	
	 		



Using everyday opportunities really helps.



Times tables are key to many areas of maths.

Year 2 - 2s, 5s, 10s (more if they are ready).

Year 3 - Learn as many as you can. Start with 3, 6, 4, 8, 11. Move on to 7, 9, 12 when your child is ready.

Year 4 - Know them all as well as corresponding division facts.

E.g. $4 \times 8 = 32$

$8 \times 4 = 32$

$32 \div 8 = 4$

$32 \div 4 = 8$

Times tables check (June).

Years 5 & 6 - applying their knowledge of times tables.

12 X 12 Multiplication Table													
X	0	1	2	3	4	5	6	7	8	9	10	11	12
0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10	11	12
2	0	2	4	6	8	10	12	14	16	18	20	22	24
3	0	3	6	9	12	15	18	21	24	27	30	33	36
4	0	4	8	12	16	20	24	28	32	36	40	44	48
5	0	5	10	15	20	25	30	35	40	45	50	55	60
6	0	6	12	18	24	30	36	42	48	54	60	66	72
7	0	7	14	21	28	35	42	49	56	63	70	77	84
8	0	8	16	24	32	40	48	56	64	72	80	88	96
9	0	9	18	27	36	45	54	63	72	81	90	99	108
10	0	10	20	30	40	50	60	70	80	90	100	110	120
11	0	11	22	33	44	55	66	77	88	99	110	121	132
12	0	12	24	36	48	60	72	84	96	108	120	132	144

Websites to support learning.

These are websites which the school subscribes to. Your child has a login and password for each of them.

TT Rockstars – this is a fun way to learn times tables.

<https://trockstars.com/>

Purple Mash – there are lots of games and activities to support all areas of maths.

<https://www.purplemash.com/login/>

These websites are free and fun to use.

<https://www.topmarks.co.uk/>

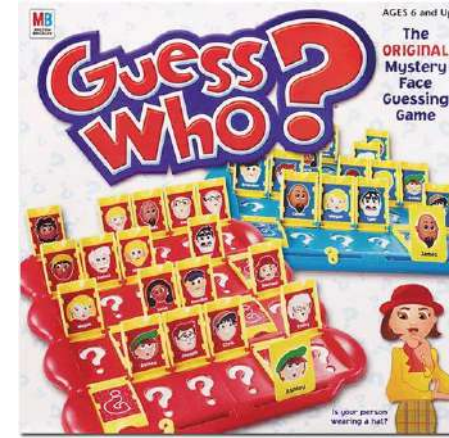
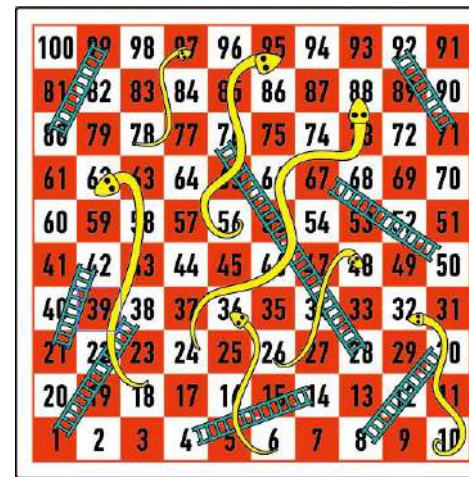
<https://www.timestables.co.uk/>

<https://www.education.com/games/math/>



Please play games

- ▶ Snakes and ladders – as it is, vary dice numbers
- ▶ Guess Who? – systematic working, exploring possibilities
- ▶ Junior Monopoly – money
- ▶ Cluedo – strategy
- ▶ Battleships – coordinates and strategy
- ▶ Noughts and crosses – strategy
- ▶ Connect 4 – strategy
- ▶ Bingo/beetle drive



Home Learning

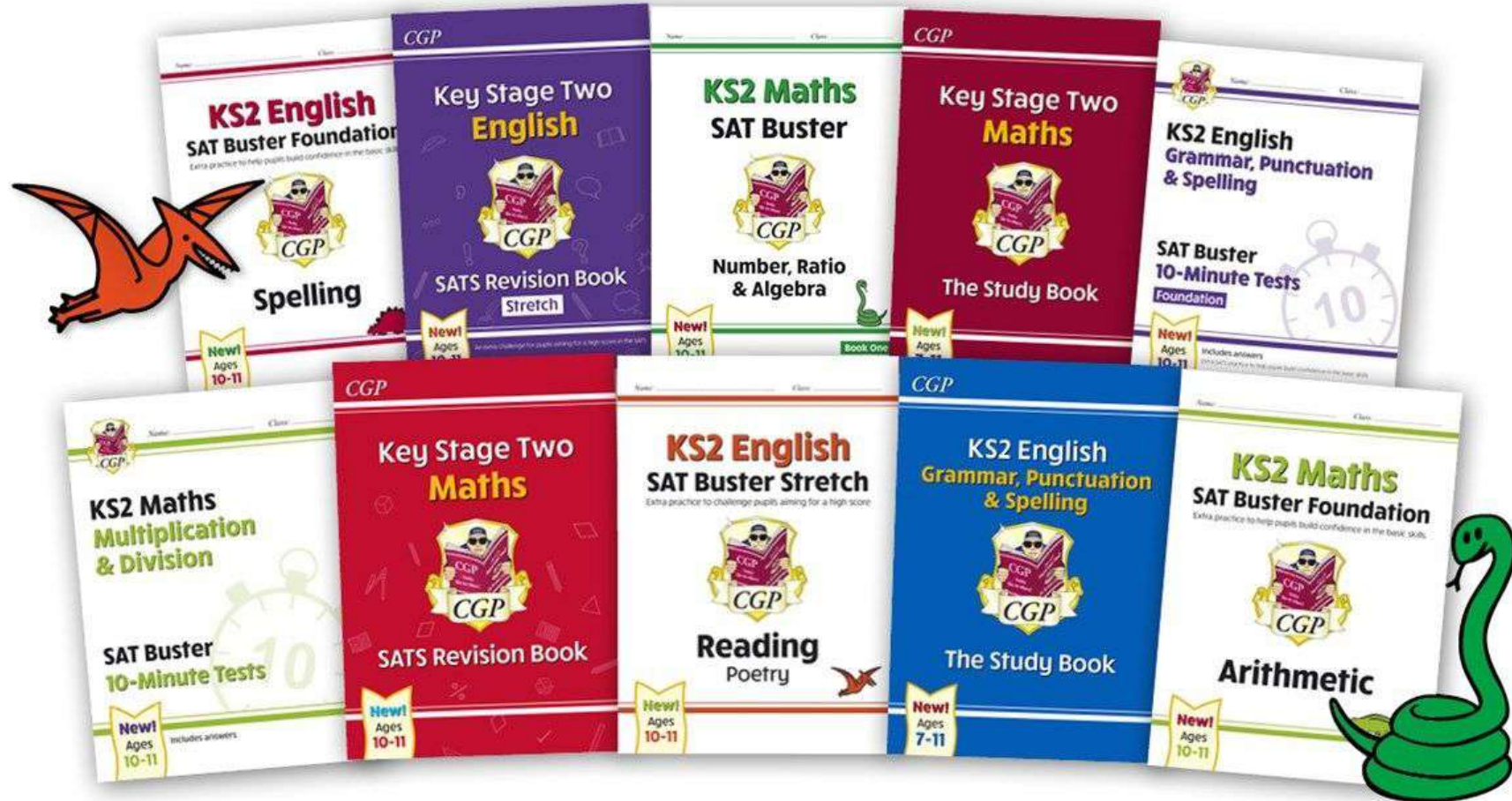


A combination of paper tasks and online learning after half term (atom learning).

All children have logins.

Tailored to each child's needs.

CGP Books



And finally.....

