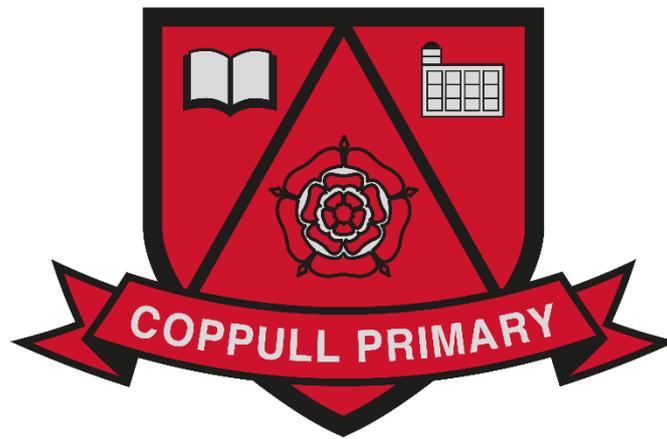


# Coppull Primary School & Nursery



Aim High - Respect all - Enjoy Learning - Achieve

## **Understanding Progress in English: How to support your child at home**

## Why this guide?

This guide helps parents and carers understand how children progress in English at each stage of their child's primary curriculum. Also included are ideas for what you can do with your child to support their development in English at home and help them make progress. You will find this guide helpful when discussing your child's progress with their teachers.

## What you can do to help your child make progress

### **Speaking and listening**

Ensure that:

- they have plenty of opportunities for talk
- they are listened/responded to
- they hear and listen to sustained talk by others

Encourage them to speak at length by:

- helping them take a long turn in a conversation
- prompting them to help them keep going
- asking them to tell you about some event in detail or explain to you how something works

Help them understand how speakers help listeners by:

- using repetition and different voices for different characters when telling a story
- encouraging them to think about how to organise what they want to say
- changing their pace

Encourage them to notice and talk about:

- interesting/unusual words
- some of the different ways people speak

### **Reading**

Ensure they have:

- access to books, magazines and newspapers (from the library, school and at home)
- somewhere quiet to read
- time to read regularly
- opportunity to see you as a reader – reading, choosing books, going to the library, talking about what you read
- read to them and take turns with them in reading a section each of the text, supporting and prompting their reading in positive ways

Talk with them about the books they read:

- their favourite part or character and your favourite part
- discuss the use of techniques used by the author: similes, exaggeration, repetition, sentence length
- discuss the use of, and effect of punctuation
- how the illustrations support the story
- their favourite author
- what makes a book different from (or similar to) others they have read.

Talk about the meaning of what they have read. Ask them, for example, to explain:

- how they know that X is the villain (antagonist) or Y the heroine (protagonist)
- recall what has happened
- why they like or dislike a particular character
- what will happen next – and why they think so
- a character's actions or motives

### **Writing**

Ensure they have:

- opportunities to write at home
- pencils, pens, crayons, but also card or folded paper to make booklets
- opportunities to see you as a writer, for example, writing emails or lists.

Read and talk about their writing:

- ask them to read their writing aloud to you
- respond to the writing and praise what you like
- ask them to explain why they wrote particular sections as they did

Help them with planning their writing:

- ask them to talk through their ideas with you before they write
- prompt them to include more detail, sequence things more clearly, vary the pace

Help them to think about the person who will read their writing:

- Do they want the reader to like the main character?
- Should they include some clues about the ending?
- Does the writing build up to a climax?

### **In Reception and Year 1 help your child by:**

#### **Speaking and listening**

- listen attentively to what they say and respond
- help sustain their talk by prompting, asking questions and repeating
- encourage imaginative play by taking a role yourself
- point out and talk about how different people speak

#### **Reading**

- read books regularly together
- talk about the parts you both most enjoyed
- ask them to point to words they recognise
- talk with them about how words and illustrations work together in what they read
- point out words in the world, for example, road signs, shop names, building names

#### **Writing**

- encourage them to have fun with writing, for example, drawing cartoons and writing captions or speech bubbles
- write with them, prompting them with suggestions when they get stuck
- take an interest in what they write, for example, ask them to read their writing aloud to you and respond to it

- help them reflect on their writing, for example, what they were pleased with, how they might develop or improve it

### **In Year 1 and 2 help your child by:**

#### **Speaking and listening**

- talk with them about their ideas, for example, when painting or modelling
- ask them to retell simple stories in their own words
- encourage their play in different roles
- listen together to stories on CDs, radio or television

#### **Reading**

- read books together, reading a section in turn, and talk about:
  - o what happened
  - o how the pictures support the story
  - o which parts they liked best
- encourage them to choose books independently
- encourage them to decode unfamiliar words independently, but prompt them if they lose the gist of what they're reading

#### **Writing**

- encourage writing in play and what they do, for example, lists for shopping, record the results for their favourite sports team
- engage with their writing through:
  - o saying what you liked in it
  - o asking where their ideas have come from
  - o asking them to show you where a sentence begins and ends
- help them to organise and sequence their writing by asking them to talk about their ideas or to draw a sequence of simple pictures to show how the main events in a story might be organised

### **In Year 3 and 4 help your child by:**

#### **Speaking and listening**

- encourage them to develop their ideas by taking longer turns, adding detail and thinking about how ideas connect
- play listening and guessing games where they have to listen and ask questions, for example, 'I spy', '20 questions'
- encourage them to take different roles when playing in groups

#### **Reading**

- engage with what they read by asking them to:
  - o predict what will happen next in a story
  - o describe their response when they know what does happen
  - o explain why a character behaves as they do
  - o point to particular parts of a text that they like
  - o talk about what a text suggests or implies
  - o talk with them about their likes and dislikes in what they read

- encourage them to read a range of texts, for example, fiction and information books, comics and poems

### **Writing**

- encourage them to write more, for example, a shopping list, a plan for a party or family celebration, a story that they can email to family members/friends
- talk with them about how they might improve or rephrase sections, for example, by including more descriptive detail or using conjunctions (such as 'and', 'but') to combine sentences

### **In Year 5 & 6 help your child by:**

#### **Speaking and listening**

- encourage them to talk clearly and at length about their ideas
- listen to and talk about things that are not immediately familiar, such as items on the news
- play memory games, taking turns to answer questions about a story or film they've listened to
- encourage them to take on specific roles in their social life, for example, in a sports team, after school club

#### **Reading**

- help them to think about the writer behind the text, for example:
  - o Why they chose the language they did?
  - o Why they organised the text in that way?
  - o What effect they hoped to have on the reader?
- when looking for information in print or on-screen, encourage them to scan ahead and think about how helpful the text is, whether it is a biased or reliable source
- when they talk about their reading encourage them to refer to evidence in the text that will support their views
- get them to share their opinions in different ways, for example, blogging, social networking site contributions

#### **Writing**

- ask them to tell you what are the best features of their writing
- discuss possible improvements, for example, how to include more detail, vary the pace of a story, or rephrase a sentence
- help them to use their reading to support them as writers, for example, ask them to look at how a writer they like uses varied sentences or organises paragraphs

If you have any questions about any of the points in this document, please see your child's class teacher.