

# KS2 ENGLISH & MATHEMATICS PARENT WORKSHOP

Tuesday 1<sup>st</sup> December 2015

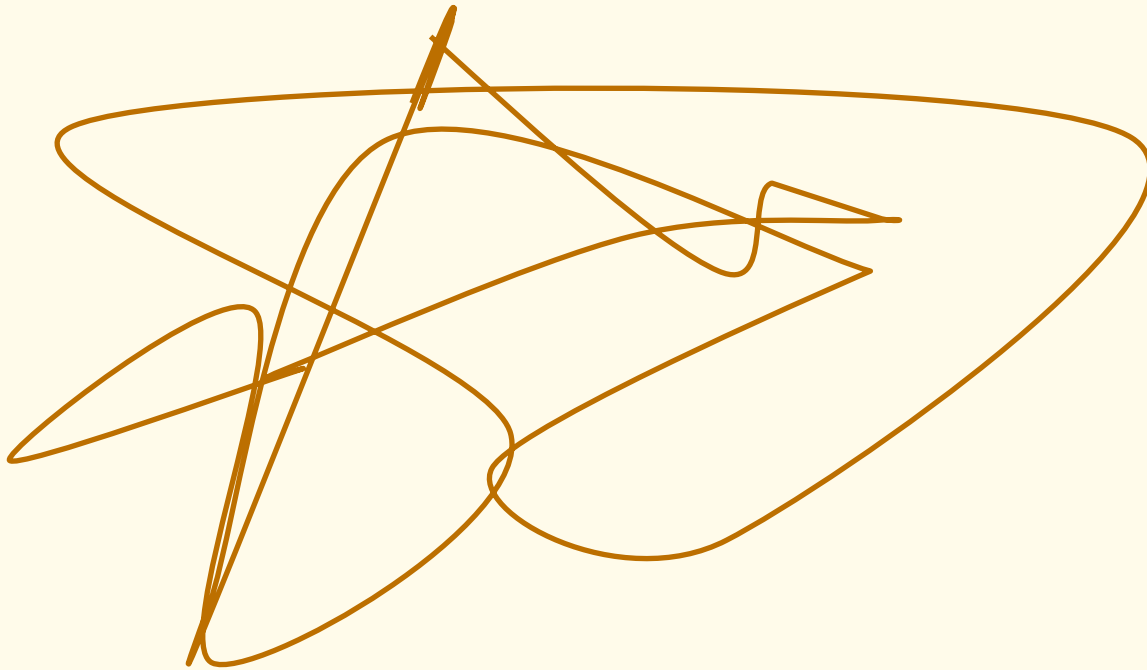


<https://www.youtube.com/watch?v=Biekyh6er7k>



# STARTER ACTIVITY

What do you see in this doodle? Explain and justify your answer.



# Maths



- The teaching of maths is concerned with having a firm grasp of number: place value and bonds, mental agility, problem solving skills and using all this in real life situations.

# The Facts - what children need to know



- Number bonds and place value
- Tables facts – all by end of Yr4
- Division facts
- Fraction, decimal and percentage equivalents
- Names and properties of shapes
- Measures & statistics – correct vocabulary
- Problems relating to real life situations using mathematical reasoning

# What's new in lower KS2?



- Expectations are higher i.e. what the old curriculum expected in Upper KS2, has been moved down:
- Mrs While (see Lower KS power point)
- What's new in Upper KS2?
- Miss Nichols (see upper KS power point)



# How you can help your child



- Regular tables practice
- Regular four rules calculation practice – caution please- children learn a variety of methods at school – let them use which one they find easiest!
- Use maths all the time in practical situations
- Recommended websites:
- BBC Bitesize
- [www.theschoolrun.com/KS2](http://www.theschoolrun.com/KS2)
- Ensure homework is handed in on time
- School calculation policy (website)
- Encourage your child to ask for a question to be read to them if they do not understand.

# English



- The teaching of English is concerned with Speaking and Listening, Reading and Writing – which includes grammar, spelling and punctuation.



# SPEAKING AND LISTENING

## WHAT CAN WE DO TO IMPROVE SPEAKING AND LISTENING?

- Opportunities to talk, listen and discuss.
- Listen to others patiently and respect other views.
- Develop points of view, arguing techniques and powers of persuasion.
- Confidence in own opinions /respectful to others.
- Drama and role play – including poetry.



# Reading for Comprehension

- Guided Reading sessions - oral.
- Timed reading comprehension.



# Reading for Comprehension

- *Example 1 mark English Reading questions:*
- Questions 9 – 18 are about The Jungle Book – an extract (pages 6 – 7).

■ Q17.

A) What is the most tense moment in the story? \_\_\_\_\_ (1 mark)

- B) What happens to bring the tension to an end?

\_\_\_\_\_ (1 mark)

■ *An example 3 mark Year 6 English Reading question:*

- Q18. Think about everything you have read on pages 6 and 7.

What impression of wolves does the writer give?

Explain your answer as fully as you can.

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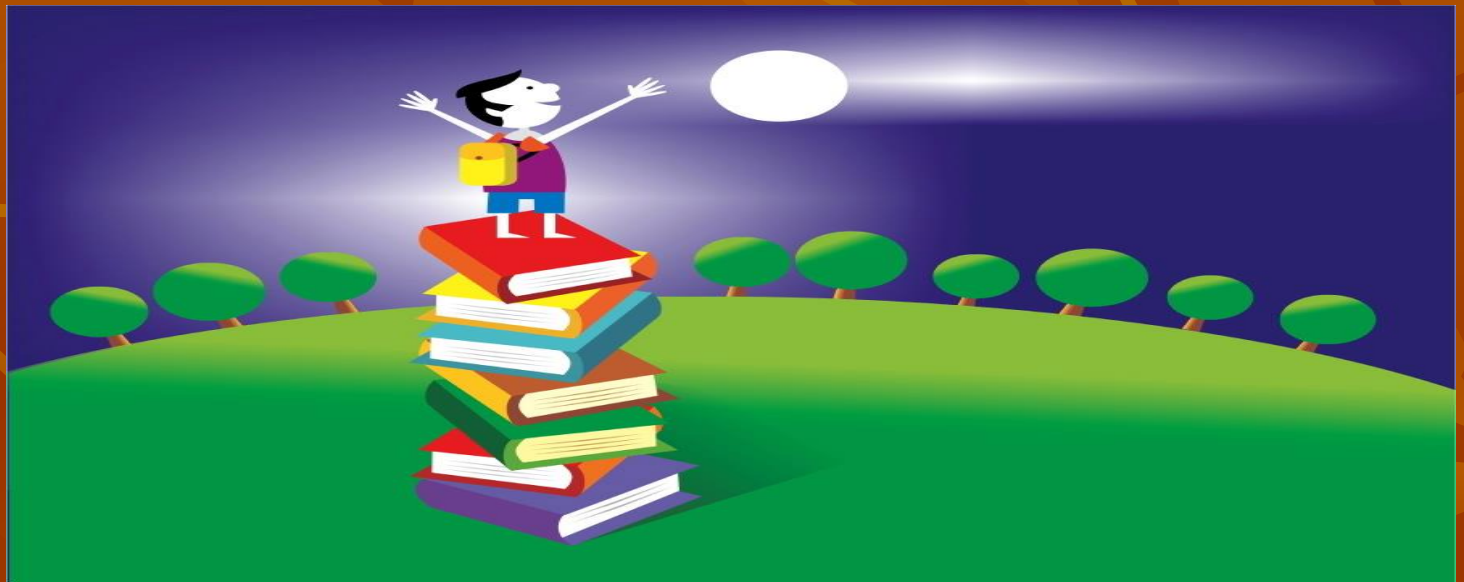
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(3 marks)

# READING

- *What do we do to improve and promote READING at Barnston Primary School?*
- CREATIVE READING CHALLENGES
- BOOKS THAT CAPTURE THE INTEREST OF BOTH GENDERS





# READING AT HOME

- Make time to listen to your child read, whatever their ability.
- Sit comfortably and limit distractions.
- Before reading, discuss the cover or illustrations – what might the story be about?
- When listening, don't rush to correct mistakes unless it significantly alters meaning.
- Discuss vocabulary meaning and ask open ended questions.
- Characterisation – put on voices to make them come to life.
- After reading discuss what has been read. Ask questions about events, characters and predict what might happen next.
- Always praise and comment on progress.
- Read to them yourself and communicate your own enjoyment.





# WRITING

- *What do we do at school to improve WRITING?*
- Cursive, joined up writing.
- Spelling Practice.
- Writing scaffolds – WAGOLL, Alan Peate materials.
- Writing at length and regular writing assessments with marking and good feedback.
- Familiarisation with types of writing.
- Emphasise importance of 'Writing Across the Curriculum.'
- Access to ICT.
- SATs Practice. New SPAG Test.
- VCOP



# What is VCOP???

- Vocabulary

Wow words – new or particularly descriptive / effective.

- Connectives

Words or phrases linking sections of sentences together.

- Openers

Alternative ways to start a sentence.

- Punctuation

Correctly applied and writing makes sense.



# WRITING

- *What can be done at home to improve writing?*
- Handwriting – cursive joins (policy is on the website).
- Correct pens and equipment.
- Check homework – high standards in **all** subjects.
- Use VCOP.

# What is SPaG?

- Spelling, Punctuation and Grammar tests
- What can we do to help our child?
  - At home: work on all these areas – use reading with them as a springboard – see KS2 grammar sample tests 2016
  - Online work for English we are introducing in the Spring



Put a tick in each row to show whether the underlined part of the sentence is a **phrase** or a **clause**.

	Phrase	Clause
We went outside <u>so we could enjoy the sunshine.</u>		
The sun shone <u>in the bright blue sky.</u>		
<u>The beautiful rainbow</u> lasted for hours.		
<u>We had fun</u> running around the garden.		



Put a tick in each row to show whether the **main** clause or the **subordinate** clause is in bold.

One has been done for you.

	Main clause	Subordinate clause
<b>My sister</b> , who is very annoying, <b>is older than me</b> .	✓	
Sports day was cancelled <b>because it was raining heavily</b> .		
The sofa, <b>which is old and worn</b> , is the cat's favourite place to sleep.		
When I arrived, <b>everyone else was already there</b> .		



# Spelling, Punctuation and Grammar

- *An example GAPS Paper 1 question:*
  - Which ending would make the word lazy an adverb?
1. Laziness
  2. Lazily
  3. Lazier
  4. Laziest

(1 mark)



# Spelling, Punctuation and Grammar

- *An example GAPS Paper 1 question:*
- Read the sentence below and circle all the **nouns**.
- I cooked the eggs while my brother fried the bacon.

(1 mark)



# *An example GAPS Paper 2 question:*

- Your child will spell words dictated by the examiner (presented within sentences). For example:
- Pria's conscience was activated when she turned on the television before finishing her homework.
- The word is conscience.



# What do the results of assessments mean?

- Old National Curriculum
- Level 5A
- Level 5B
- Level 5C

New National Curriculum at the end of KS2



Above national expectations - exceeding

- Level 4A
- Level 4B + (Y6 expected)



National expectations - expected

- Level 3A/4C
- Level 3B+ (Y4 expected)
- Level 3C



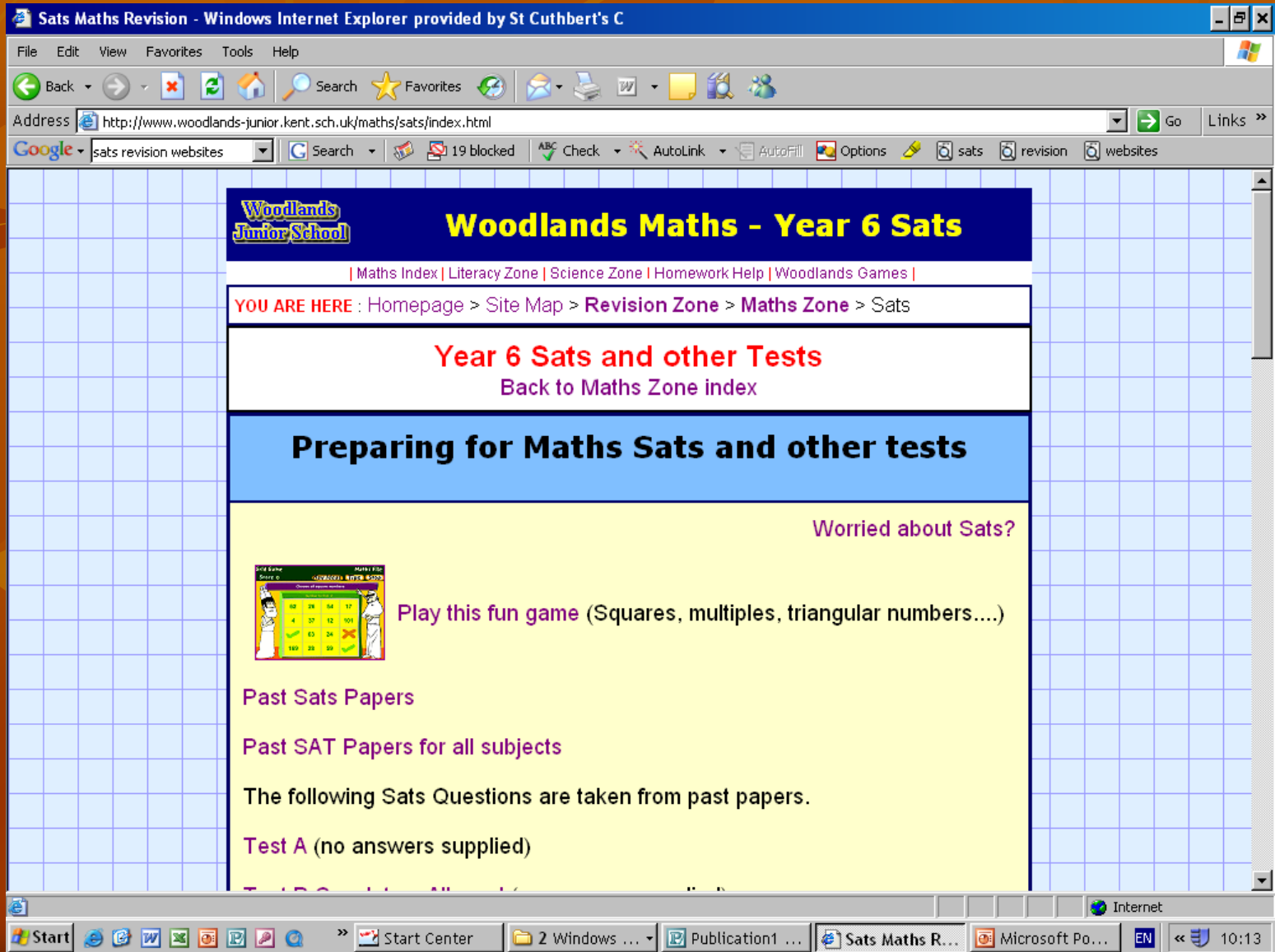
Below national expectations - emerging

- Level 2A
- Level 2B+ (Y2 expected)
- Level 2C
- No score



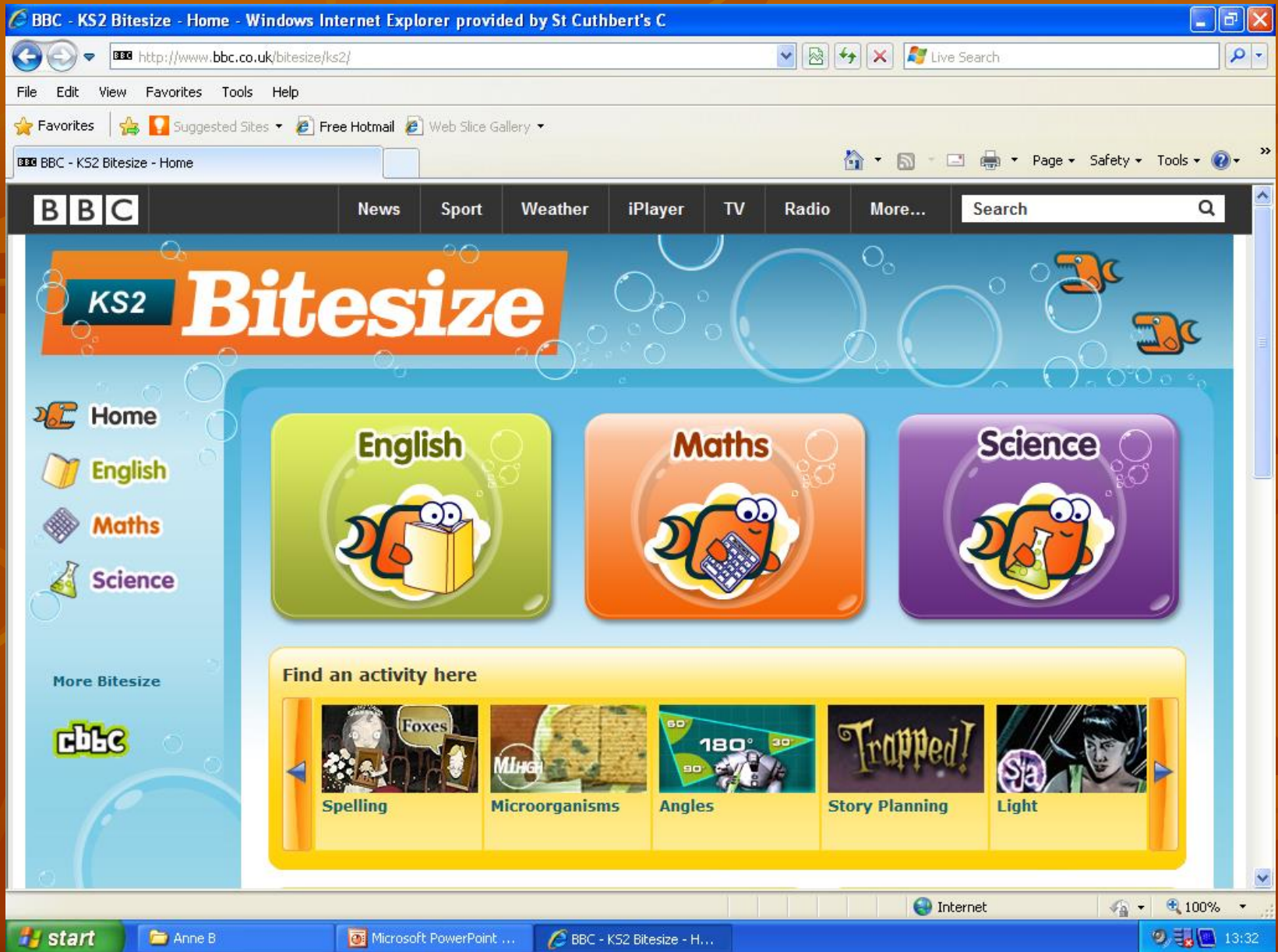
Well below national expectations – pre-emerging

## Useful websites





# Useful websites





# Useful websites

- [www.theschoolrun.com/sats-practice-plan](http://www.theschoolrun.com/sats-practice-plan)
- BBC Revisewise
- BBC Skillswise
- [www.sats-papers.co.uk/](http://www.sats-papers.co.uk/)
- Mental Maths boosters are available at:
- [www.compare4kids.co.uk/mental-maths.php](http://www.compare4kids.co.uk/mental-maths.php)
- **Please remember to give extra work in moderation.**