



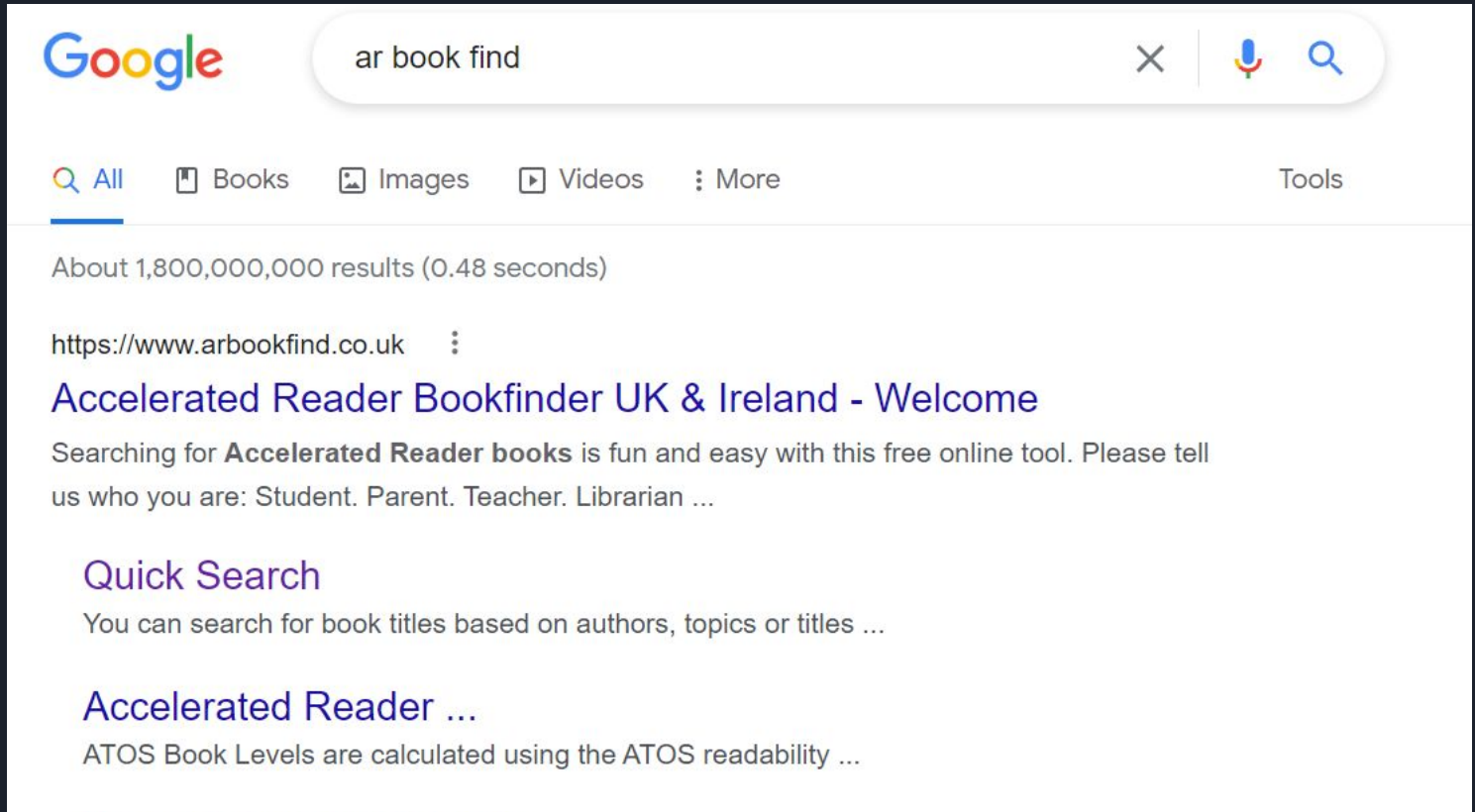
Welcome to our  
reading & writing  
workshop



# What is my child's reading level?

- Each half term, children do a STAR reading test on a computer.
- This generates a 'ZPD' - Zones of Proximal Development and a 'reading age' - used as an assessment tool.
- Most of the books in school are labelled with a ZPD.
- Page 101 of your child's planner.

# Finding appropriate, challenging books for your child.



The image shows a Google search interface. The search bar contains the text "ar book find". Below the search bar, there are navigation links for "All", "Books", "Images", "Videos", and "More", along with a "Tools" link on the right. The search results show "About 1,800,000,000 results (0.48 seconds)". The top result is for the URL "https://www.arbookfind.co.uk", with a title "Accelerated Reader Bookfinder UK & Ireland - Welcome". The description of the result says "Searching for **Accelerated Reader books** is fun and easy with this free online tool. Please tell us who you are: Student. Parent. Teacher. Librarian ...". Below the title, there is a section for "Quick Search" with the text "You can search for book titles based on authors, topics or titles ...". Another section titled "Accelerated Reader ..." has the text "ATOS Book Levels are calculated using the ATOS readability ...".

Google

ar book find

All Books Images Videos More Tools

About 1,800,000,000 results (0.48 seconds)

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

### Accelerated Reader Bookfinder UK & Ireland - Welcome

Searching for **Accelerated Reader books** is fun and easy with this free online tool. Please tell us who you are: Student. Parent. Teacher. Librarian ...

#### Quick Search

You can search for book titles based on authors, topics or titles ...

#### Accelerated Reader ...

ATOS Book Levels are calculated using the ATOS readability ...



Student

[Quick Search](#)[Advanced Search](#)[Collections](#)

AR BookBag™

Enter Keycode

Go

You do not need a Keycode to search. However, if your child's teacher gave you a Keycode, enter it here to search the most relevant books for your child.

Refine Your Search

Interest Level

[Middle Years \(274\)](#)[Lower Years \(225\)](#)[Upper Years \(61\)](#)[Middle Years Plus \(23\)](#)[Middle Grades \(3\)](#)

Fiction/Non-fiction

[Fiction \(527\)](#)[Non-fiction \(59\)](#)

Language

Search

## Search Results

Titles 1 - 20 of 586

Print

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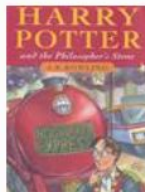
[Next »](#)

Go to Page

Go

Sort By

Relevance



### Harry Potter and the Philosopher's Stone

Rowling, J.K.

AR Quiz No. 200738 EN Fiction

IL: MY BL: 6.0 - AR Pts: 12.0

AR Quiz Types: RP, LS, VP

Rating: ★★★★★

Rescued from the outrageous neglect of his aunt and uncle, a young boy with a great destiny proves his worth while attending Hogwarts School of Witchcraft and Wizardry. Text contains violence. Themes include bullying. Book #1

Add to  
AR BookBag™



# The Hub (library)

- Children visit the Hub once a week.
- Categories of subjects and sections of popular authors and series of books.
- Select a fiction and non-fiction text.
- Taught how to care for books and to respect them.



# VIPERS - weekly guided reading

Prediction/Summarising

Vocabulary

Explain

Retrieve/Infer

Non-fiction Friday

Years 3/4 Reading Targets				Name:				Class:			
Can I...		Decoding		Can I...		Retrieval		Can I...		Inference	
read Yr3/4 spelling words?				ask questions to improve understanding?				predict what might happen using details from the text?			
use knowledge of prefixes, root words & suffixes to understand word meanings?				retrieve, record and present information from non-fiction texts?				predict a character's feelings from text and illustrations and justify my answer with evidence?			
read fluently, with appropriate speed, accuracy and expression?				retrieve information to answer questions?				identify themes in a text?			
Can I... Vocabulary				Can I... Performing				Can I... Others			
identify powerful vocabulary and explain its effect?				retell and/or perform stories, playscripts and poems?				check that the text makes sense to me?			
identify how structure and presentation of text adds to meaning?				show understanding of pace, volume and tone to make meaning clear?				identify main ideas and summarise them?			
explore the meaning of words in context?								recognise different forms of poetry?			

## Years 3/4 Reading Targets

### Can I... Decoding

read Yr3/4 spelling words?			
use knowledge of prefixes, root words & suffixes to understand word meanings?			
read fluently, with appropriate speed, accuracy and expression?			

### Can I... Vocabulary

identify powerful vocabulary and explain its effect?			
identify how structure and presentation of text adds to meaning?			
explore the meaning of words in context?			

### Prefix examples:

Un-

Undone, uneducated, undesirable...

Mis-

Misunderstand, misinform, misguide...

### Suffix examples:

-ly

Lovely, gladly, cautiously...

-ment

Entertainment, advertisement, embarrassment...



Can I...	Retrieval		
ask questions to improve understanding?			
retrieve, record and present information from non-fiction texts?			
retrieve information to answer questions?			
Can I...	Performing		
retell and/or perform stories, playscripts and poems?			
show understanding of pace, volume and tone to make meaning clear?			

Can I...	Inference		
predict what might happen using details from the text?			
predict a character's feelings from text and illustrations and justify my answer with evidence?			
identify themes in a text?			
Can I...	Others		
check that the text makes sense to me?			
identify main ideas and summarise them?			
recognise different forms of poetry?			

Years 5/6 Reading Targets				Name:				Class:			
Can I...		Decoding		Can I...		Retrieval		Can I...		Inference	
read Yr5/6 spelling words?				ask questions to improve understanding?				predict what might happen using details stated and implied in the text?			
apply growing knowledge of prefixes, root words & suffixes to understand word meanings?				retrieve, record and present information from non-fiction texts?				infer a character's feelings, thoughts and motives from their actions and justify my answer with evidence from the text?			
read fluently, with appropriate speed, accuracy and expression?				retrieve information to answer questions and justify my answers?				identify themes and conventions in a wide range of writing?			
Can I...		Vocabulary		Can I...		Performing		Can I...		Others	
evaluate how authors use language (incl. figurative) & considering the impact?				Learn poetry/playscripts by heart to perform?				check that the text makes sense to me?			
identify how structure and presentation of text adds to meaning?				show understanding of intonation, pace, volume, tone and action to make meaning clear to an audience?				summarise main ideas from more than one paragraph and identify key details that support the main ideas?			
explore the meaning of words in context?				debate and present reasoned justifications for my views on a text?				distinguish between fact and opinion?			

## Years 5/6 Reading Targets

Can I...	Decoding		
read Yr5/6 spelling words?			
apply growing knowledge of prefixes, root words & suffixes to understand word meanings?			
read fluently, with appropriate speed, accuracy and expression?			
Can I...	Vocabulary		
evaluate how authors use language (incl. figurative) & considering the impact?			
identify how structure and presentation of text adds to meaning?			
explore the meaning of words in context?			

## Figurative language:

- Metaphors
- Similes
- Personification
- Alliteration
- Onomatopoeia
- Hyperbole

Can I...	Retrieval		
ask questions to improve understanding?			
retrieve, record and present information from non-fiction texts?			
retrieve information to answer questions and justify my answers?			
Can I...	Performing		
Learn poetry/playscripts by heart to perform?			
show understanding of intonation, pace, volume, tone and action to make meaning clear to an audience?			
debate and present reasoned justifications for my views on a text?			

Can I...	Inference		
predict what might happen using details stated and implied in the text?			
infer a character's feelings, thoughts and motives from their actions and justify my answer with evidence from the text?			
identify themes and conventions in a wide range of writing?			
Can I...	Others		
check that the text makes sense to me?			
summarise main ideas from more than one paragraph and identify key details that support the main ideas?			
distinguish between fact and opinion?			



# Ways to get your child to hate reading!

- Correct them continuously.
- Interrupt them often/ give them only half of your attention.
- Force them to read books they are uninterested in.
- Scold them for their reading ability/progress/interest.



# Strategies to help your child become more fluent

- Let's start by talking phonics...





# Strategies to help your child become more fluent

## Echo reading

- The adult models the reading for the child and they echo back.

*The sailor slowly turned his head and crept cautiously towards the stairs.*

*“Oh no!” he exclaimed. He realised he was doomed.*

- Read the book to your child first, then read it together so they are aware of upcoming words or sounds.



# Strategies to help your child become more fluent

Reading is fun!

- Select books that your child is interested in, even if below their level.
- Can mix up the levels of books.
- Choose interesting places to read - the garden, listen to a story in the bath, under the duvet with a torch, retell a story on the walk to school...

Also, WHO to read to. A younger sibling! The dog! A teddy bear!




# Reading at home makes a world of difference!

- 10 minutes of reading with an adult every week day.
- Children (or adult) fills in the planner with:
  - The name of the book
  - The page numbers that were read
  - One sentence to describe something that happened in the book, or a fact that they learned (if it is a non-fiction text).
  - An adult signs the bottom of the page over the weekend.



# Writing

At PHJS



**PHONICS**  
**ORTHOGRAPHY**  
**MORPHOLOGY**  
**ETYMOLOGY**



# PHONICS

The sound of language and the letters and groups of letters that represent them.



# ORTHOGRAPHY

The conventions used to turn a spoken language into a written one.



# MORPHOLOGY

The units of meaning which make up the words we use.





# ETYMOLOGY

The history and origin of words and how they have changed over time.

- 
- **UNDERSTANDING THESE CONCEPTS NOT ONLY HELPS US WITH SPELLING BUT HELPS US TO GRASP THE MEANING OF UNFAMILIAR WORDS**



# **THE WRITING PROCESS**

**I am working towards the expected standard**

I can write for a range of purposes and audiences by:

- Using expanded noun phrases for detail  
*very old grandma, brave woodchopper, strong paws*
- Using co-ordinating and subordinating conjunctions: *and, but, so, or, when, if, because*  
*They pulled and pulled the turnip... Badgers can dig well because they have strong paws.*
- Using the correct choice of present tense and past tense throughout my writing
- Using full stops, capital letters, question and exclamation marks at the end of my sentences:  
*What a fantastic time we all had!*
- Using commas in a list: *You will need flour, eggs, sugar and water.*
- Apostrophes used to mark omission and singular possession  
*Do not = don't Mohammed's pencil.*
- Spelling most words correctly from the common exception words (year 2)
- Adverbials: *First, Firstly, Next, After, Later*

**I am working at the expected standard**

I can write for a range of purposes and audiences by:

- Organising my paragraphs around a theme in stories, creating settings, characters and plot
- Using headings & subheadings to organise my information writing
- Using a wide range of conjunctions to add more detail and clauses to my sentences, including some of these:  
*When, because, before, after, while, if, whenever, once, as, unless, so, but, even if,*
- Using conjunctions, adverbs and prepositions to show time and cause (and place)  
Adverbials: *First, Firstly, Before, After, Later, Also, In addition, On the other hand, Therefore, In conclusion, However, Soon, Meanwhile, As... Then next day... Later... Carefully... Without a thought...*
- Choosing nouns or pronouns appropriately for clarity and to avoid repetition  
*him, he, his, she, her, hers, them, their, theirs*
- Using speech marks to show direct speech
- Using the correct form of 'a' or 'an'
- Composing sentences (including speech), using a varied and rich vocabulary and an increasing range of sentence structures
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Using the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Spelling some words from my weekly spelling lists correctly
- Apply spelling rules we have learnt in class

**I am working at greater depth within the expected standard**

I can write for a range of purposes and audiences by:

- Using apostrophes to mark singular and plural possession (belonging to)  
*They crept into Minos's great labyrinth, they tidied the children's coats*
- Using noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases  
*...the dark and gloomy cupboard under the stairs...*
- To use commas to mark fronted adverbials  
*Without a sound, ... Although she was scared,*
- Spelling most words correctly from the common exception words ( year 3 and 4)

**I am working towards the expected standard**

I can write for a range of purposes and audiences by:

- Spelling some words correctly, including common exception words from my weekly spelling list
- Composing sentences (including speech), using a varied and rich vocabulary and an increasing range of sentence structures
- Using the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Using conjunctions, adverbs and prepositions to show time and cause (and place)  
 Conjunctions: *When, because, before, after, while, if, whenever, once, as, unless, so, but, even if,*  
 Adverbials: *First, Firstly, Before, After, Later, Also, In addition, On the other hand, Therefore, In conclusion, However, Soon, Meanwhile, As... Then next day... Later... Carefully... Without a thought...*

**Working at the expected standard**

I can write for a range of purposes and audiences by:

- Using fronted adverbials: *Also, In addition, On the other hand, Therefore, In conclusion, However, Soon, Meanwhile, As, Then next day, Later, Carefully, ... Without a thought, ...*
- Using commas after fronted adverbials
- Organising paragraphs around a theme
- Using noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases: *...the dark and gloomy cupboard under the stairs...*
- Showing an understanding of the grammatical difference between plural and possessive – s  
*The boys were playing. The boy's bicycle was red.*
- Choosing nouns or pronouns appropriately for clarity and to avoid repetition *him, he, his, she, her, hers, them, their, theirs*  
 Extending the range of sentences with more than one clause by using a wider range of conjunctions, including most of these: *When, because, before, after, while, if, whenever, once, as, unless, so, but, even if,*
- Using the present perfect form of verbs instead of the past tense: *I have been at PHJ since Year 3. He has forgotten his packed lunch.*
- Using standard English forms for verb inflections instead of local spoken forms: *I did not I done, we have been not we do be, it doesn't matter not it don't matter.*
- Using inverted commas and other punctuation to indicate direct speech
- Using apostrophes to mark plural possession  
*The girl's name (one girl- her name) the girls' names (all of the girls names)*
- Spelling most words correctly, including those from year three and my weekly spelling lists
- Apply spelling rules I have learnt
- Increase the legibility, consistency and quality of my handwriting

**Working at greater depth within the expected standard**

I can write for a range of purposes and audiences by:

- Ensuring the consistent and correct use of tense throughout my writing
- Ensuring correct subject and verb agreement when using singular and plural
- Spelling some words correctly, including common exception words (years 5 and 6)
- Producing legible joined handwriting

**am working towards the expected standard**

can write for a range of purposes and audiences by:

- Extending the range of sentences with more than one clause by using a wider range of conjunctions; *When, because, before, after, while, if, whenever, once, as, unless, so, but, even if,*
- Using noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases *the gold watch, the leather purse*
- Using standard English forms for verb inflections instead of local spoken forms *I did not I done*
- Using inverted commas and other punctuation to indicate direct speech
- Spelling some words correctly, including common exception words (years 3 and 4)
- using the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

**am working at the expected standard**

can write for a range of purposes and audiences by:

- Building cohesion within a paragraph using adverbials of time, place and number or tense choice *Meanwhile, Later that day, Silently, Within moments, All night, Nearby, Never before, -ing openers -ed openers*
- Ensuring the consistent and correct use of tense throughout a piece of writing
- Describing setting and developing characters through action and dialogue
- Organising writing into paragraphs to show different information or events
- Using expanded noun phrases to convey complicated information concisely: *A tree next to the house... some sweets on the floor... a castle by the ocean*
- Using relative clauses beginning with *who, which, where, when, whose, that* or with an implied (i.e. omitted) relative pronoun: *He was sitting on a bench which was by the lake. She stood next to the man whose shirt was pink. The children who were waiting for the school to open...*
- Ensuring correct subject and verb agreement when using singular and plural: *One dog is sitting on the grass. Two dogs are sitting on the grass.*
- Using modal verbs or adverbs to indicate degrees of possibility *might, may, could, can*
- Using the perfect form of verbs to show time and cause: *By the time I got home...*
- Using subordinating (*I saw a wabub*) and co-ordinating conjunctions (*fanboys*)
- Converting nouns or adjectives to verbs *adding the suffix -ate, -ise, -ify*
- Using apostrophes for contraction and omission
- Using brackets, dashes or commas to indicate parenthesis correctly *His favourite team – who he had followed since he was five- was Rockingham Rovers*
- Using commas to clarify meaning or avoid ambiguity
- Spelling most words correctly, including common exception words (years 3 and 4)
- Spelling some words correctly, from my weekly spelling list
- Producing legible joined handwriting

**am working at greater depth within the expected standard**

can write for a range of purposes and audiences by:

- Sustaining and developing ideas within a paragraph, introducing it with a topic sentence
- Using inverted commas, commas for clarity, punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- Spelling most words correctly, including common exception words (years 5 and 6)
- Using a wider range of clause structures, sometimes varying their position within the sentence

**I am working towards the expected standard**

- I can write for a range of purposes and audiences by:
- use paragraphs to organise ideas
- in narratives (stories), describe settings and characters
- in non-narrative (information) writing, use simple devices to structure the writing and support the reader *headings, sub-headings, bullet points*
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list and my weekly spelling list
- write legibly

**I am working at the expected standard**

- I can write for a range of purposes and audiences by :
- Writing effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader - *the use of the first person in a diary; direct address in instructions and persuasive writing*
- In narratives, describing settings, characters and atmosphere
- integrating dialogue in narratives to convey character and advance the action
- selecting vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately *using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility*
- using a range of devices to build cohesion - *conjunctions, adverbials of time and place, pronouns, synonyms* - within and across paragraphs
- using verb tenses consistently and correctly throughout my writing
- using the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
- spelling correctly most words from the year 5 / year 6 spelling list,\* and use a dictionary to checking the spelling of uncommon or more ambitious vocabulary
- maintaining legibility in joined handwriting when writing at speed.

**I am working at greater depth within the expected standard**

I can write for a range of purposes and audiences by:

- Writing effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing literary *language, characterisation, structure*
- Distinguishing between the language of speech and writing and choosing the appropriate register (tone of voice)
- Exercising an assured and conscious control over levels of formality, particularly through myuse of grammar and vocabulary
- Using the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.



<https://app.pobble.com/lessons/prompt>

<https://app.pobble.com/lessons/prompt>



# Golden Rules for writing at home

Plenty of praise

Allow them to read it out loud to you

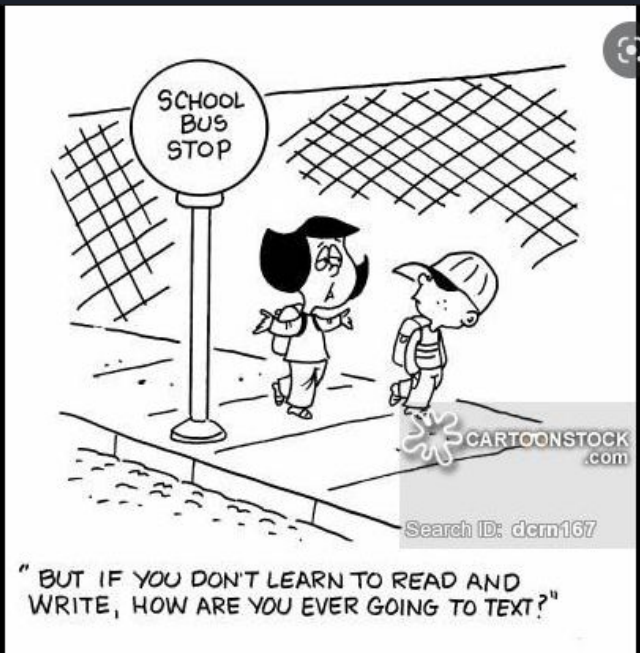
Let them see the different types of writing you do

Don't bribe a child to write (or read)

Allow different forms of writing

Don't get obsessed with spelling

Come and speak to us



But most of all...

Make it meaningful  
to them!