

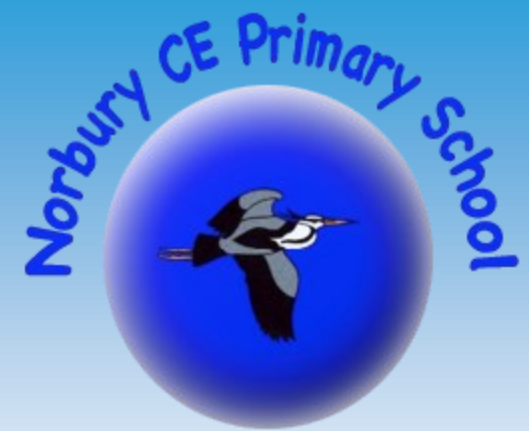
How Can You Help at Home?

1. Talk to your child about the books you are reading at bedtime. Ask open ended question like, who, what, where, when and why.
2. Talk about the feelings of characters. Why have they acted in this way? Where is the book set? Do you like this book? Could you think of another title for this book?
3. Your child should be reading to you or by themselves at least three times a week at home.
4. Practise spelling unusual words, for example, potatoes, address, centre, difficult, woman.
5. Give rewards and praise for effort.
6. Once root words are learnt longer words can be spelt correctly
7. Encourage children to copy good ideas from the books they have read, we call this 'magpie an idea.'
8. To improve writing and vocabulary read more .



Popular Books To Share and Read

1. Please Mrs Butler by
Allan Ahlberg
1. Mr Majeika by Humphrey Carpenter
2. The Twits by Roald Dahl
3. The Sheep Pig by Dick King Smith
4. The Littlest Viking by Sandi Toksvig
5. The Demon Headmaster by Gillian Cross
6. The Iron Man by Ted Hughes



Literacy

Years 3/4

*“Bringing
out the best
in your child”*

Reading

Word Reading

- Read age appropriate books at speed and with accuracy.
- Learning to read silently in their head.
- Developing enjoyment of stories, poetry, plays and non fiction
- Apply knowledge of root words, prefixes and suffixes

Comprehension

- Use dictionaries to check meaning
 - Re-tell stories orally
 - Identifying themes in books
- Preparing poems and play scripts to perform aloud using intonation, tone, volume and action
- Recognising different forms of poetry, for example, free verse, narrative poetry, rhyming couplets.
- Drawing inferences such as inferring character's feelings, thoughts and motive from their actions, for example, 'He kicked the stone and looked the other way' indicating the character is cross
- Listen to entire books not just extract

Writing

Transcription / Spelling

- Adding suffixes **-ly, -ous, -tion** and **-ation**, for example, information, sensation, usually, finally, poisonous, humorous, hesitation.
- French origin words, for example, **chef, machine, brochure., antique, tongue**
- Greek origin words, for example, **scheme, chemist, character**
- Latin origin words, for example, **science, fascinate, crescent.**
- Adding prefixes **un-, dis-, mis-** [meaning negative] **in-, il-, im-** [meaning not] **re-** [meaning back] **sub-** [meaning under] **inter-** [meaning among] **super-** [meaning above] **anti-** [meaning against] **auto-** [meaning self]
- Spellings of homophones and near homophones, for example, accept except / ball bawl / groan grown / rain rein reign / scene seen.

Handwriting

- Pupils should be using joined handwriting throughout their independent writing.
- Ensure that diagonal and horizontal strokes are smooth and round.
 - No mixed capitals in writing

Composition

- Discuss, record ,draft and plan ideas.
- Copy structure, vocabulary and grammar from work that they have read.
 - Organizing paragraphs around a theme.
 - Create setting, characters and plot.
 - Using fronted adverbials, for example, 'Quietly, she whispered in my ear.'
- Use organizational devices in nonfiction, for example, headings and sub headings.
- Write for purpose, narrative, explanation or description

Vocabulary, Grammar and Punctuation

- Year 3 - SPAG Terminology = preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')
- Year 4 - SPAG Terminology = determiner, pronoun, possessive pronoun, adverbial
- 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.
- Using and punctuating direct speech.
- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.