

Parent Workshop - Literacy

Year 3 and 4

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Key Vocabulary:

Conjunction/connective - a conjunction is a word that joins two sentences or clauses, e.g. and, but, although, whenever

Noun - a person, place or thing

Adjective - a describing word

Verb - a doing word

Adverb - a word that describes a verb

Preposition - a preposition is a word that tells you where or when something is in relation to something else, e.g. after, before, on, inside

Pronoun - a pronoun is a word that takes the place of nouns, e.g. he, she, them, there, it

Adverbial phrase/clause - quite often, an adverb in a sentence comprises several words. These types of adverbs are called adverbial phrases or adverbial clauses

Simile - a simile is a figure of speech that compares two things or persons which are not similar. The simile is usually in a phrase that begins with "as" or "like," e.g. as big as an elephant, like fingernails on a chalkboard

Metaphor - a metaphor is a word or phrase that is used to make a comparison between two people, things, animals, or places, e.g. My teacher is a dragon, The stars are sparkling diamonds

Personification - when you give human qualities to an object or animal, e.g. my alarm clock yells at me every morning

Alliteration - when words that start with the same sound are used close together in a phrase or sentence. The sound is usually a consonant and the words don't have to always be right next to one another, e.g. lazy lizards lying like lumps!

Sentence structures:

Simple sentences -

A simple sentence has a subject and ONLY ONE verb:

e.g. The girl sprinted after the tiger.

e.g. The cat purred.

Compound sentences -

A compound sentence is formed when you join two main clauses with a connective:

e.g. I like bananas and I like grapes.

e.g. Zoe can be rude at times but she is a nice girl.

Complex sentences -

A complex sentence is formed when you join a main clause and a subordinate clause with a connective. A subordinate clause is one that relies on a main clause to make sense.

e.g. I love chocolate but there is none left.

e.g. He is studying because he has a test tomorrow.

e.g. The big dog barked when I arrived.

Main Clause -

A main clause is a clause that contains a subject and an object. Main clauses make sense on their own.

e.g. I like bananas.

Subordinate Clause -

A subordinate clause contains a subject and a verb, but it needs to be attached to a main clause because it cannot make sense on its own.

e.g. I first met her in Paris where I lived as a small child.

A subordinate clause can be used in 2 different ways:

❖ Embedded -

An embedded clause is a clause used in the middle of another clause.

In other words, an embedded clause is a clause (a group of words that includes a subject and a verb) that is within a main clause, usually marked by commas.

e.g. My bike, which is very old, is broken.

❖ Relative -

A relative clause is a specific type of subordinate clause that adapts, describes or modifies a noun.

Relative clauses add information to sentences by using a relative pronoun such as who, that or which.

e.g. She lives in Worcester, which is a cathedral city.

e.g. That's the girl who lives near school.

Punctuation:

full stop	.	Shows the end of a sentence
comma	,	Shows a short pause in a sentence
exclamation mark	!	Shows surprise, humour or excitement
question mark	?	Used to denote a question
colon	:	Used before a list or before giving evidence to prove a point
semi-colon	;	Shows a longer pause
speech mark	" "	Show direct speech/a quotation/to show irony/sarcasm
apostrophe	'	Shows a missing letter or possession
hyphen and dash	-	Can be used to show a pause, or to link two words
parentheses/brackets	()	Used around an aside, or less important point

Grammar:

Year	Objective	Examples
3	Recognise simple sentences and begin to recognise compound and complex sentences.	Encourage children to extend their sentences using joining words (conjunctions). They can join simple sentences (clauses) e.g. <i>The boat arrived late <u>and</u> the man walked down the gangway.</i> They can add a subordinate clause to a sentence e.g. <i><u>When</u> the rain stopped, the girls went back to the playground.</i>
3	Use and recognise nouns, adjectives and adjectival phrases.	Explain what a noun is, and how an adjective or adjectival phrase can modify the noun: <i>e.g. Mrs Coles' house was <u>noisy, loud and messy.</u></i> <i>e.g. Peter and Poppy, <u>who were my age,</u> looked after me very nicely.</i>
3	Use powerful verbs. Introduce the idea of a verb.	Explain the concept of a verb and encourage children to use powerful verbs in their writing. <i>e.g. I went out of the room could be changed to:</i> ❖ <i>I stormed out of the room.</i> ❖ <i>I plodded out of the room.</i> ❖ <i>I crept out of the room.</i>
3	Introduce the idea of tense in verbs.	Explain the concept of a verb and help children to recognise these. They also relate the tense of verbs used to the type of writing e.g. narrative is usually past tense, description can be present tense. <i>e.g. She <u>ran</u> along the road and <u>saw</u> the robber vanishing down a trapdoor.</i> <i>e.g. My friend <u>has</u> red hair, blue eyes and <u>is</u> always telling jokes.</i>
3	Use dialogue in narrative or in drama.	Start by relating speech bubbles to speech marks. Make sure what is inside the speech bubble (marks) is what we or the characters SAY. <i>e.g. "I'm hungry!" yelled the big, bad wolf. "Give me some FOOD!"</i>
3	Extend the range of sentences with more	Extend children's use of longer sentences in their writing, so they

	<p>than one clause.</p> <p>Co-ordination: using 'and', 'or' and 'but' (compound)</p> <p>Subordination: using a wider range of conjunctions to add subordinate clauses (complex).</p>	<p>frequently use sentences with at least one subordinate clause.</p> <p>Use joining words (conjunctions) such as: <i>and, or, but, if, when, where, because, so, although, etc.</i></p>
4	Use adverbs to modify verbs.	<p>Children need to understand that we can not only say that something is done or happened, but also HOW.</p> <p><i>e.g. She went off <u>happily</u> to see her granny.</i></p> <p><i>e.g. He kicked the ball <u>furiously</u> into the wall.</i></p>
4	Use conjunctions to express time or cause.	<p>Extend children's use of complex sentences by encouraging them to think about how, when, where or why something was done or happened.</p> <p><i>e.g. Dad tripped on the stairs <u>because</u> the cat was lying there.</i></p> <p><i>e.g. <u>When</u> the film was over, we all went and had a meal.</i></p> <p><i>e.g. He was certainly still angry <u>so</u> the dogs thought it best to keep out of his sight for a while.</i></p>
4	Use prepositions to express time and place.	<p>Help children make their writing more interesting by using prepositional phrases.</p> <p><i>e.g. <u>With a heavy heart</u>, the princess put the frog back in the pond.</i></p> <p><i>e.g. He kicked the ball right <u>over the wall</u>.</i></p>
4	Use adverbs and adverbials (prepositional phrases which act as adverbs).	<p>Extend children's understanding of adverbs, showing them how to use a phrase to say HOW something is done or HOW it happened.</p> <p><i>e.g. He spoke <u>crossly</u> and <u>in a loud voice</u> to all the children.</i></p> <p><i>e.g. The dog ran <u>with the lead in its mouth</u>, <u>down the street</u>.</i></p>
4	Use commas after or before phrases and clauses.	<p>Introduce the idea of a 'short pause' which does not merit a new sentence but does require a comma. Show children how we can use commas before or after phrases or clauses.</p> <p><i>e.g. After the door slammed, the class sat in total silence.</i></p>

		<i>e.g. As light as a bird, the glider disappeared into the clouds.</i>
4	Pronouns - using pronouns to avoid repetition or ambiguity and to add clarity and cohesion.	Encourage children to use pronouns to help them make sense and be clear: 1. Avoid repetition: <i>While Sam watched the TV programme. Sam finished making his Lego spaceship.</i> 2. Avoid ambiguity: <i>Mary wanted to help her granny and she was feeling very tired.</i> 3. Add to the cohesion: <i>When she went to bed, Mog was feeling rather full of milk and cat food.</i>
4	Use dialogue in narrative or in drama, emphasising the differences between spoken and written speech.	Extend children's use of dialogue, consolidating the use of speech punctuation and ensuring that what is in the speech marks is what is SAID, not what might be written. <i>e.g. "Give me a break," sneered Tom, "You can't expect me to believe that!"</i> <i>e.g. "Ger'off, you're hurting me," Sam told his younger brother.</i>
4	Use the possessive apostrophe.	Use for singular and plural nouns. <i>e.g. Joanna's temper was rising fast.</i> <i>e.g. He really wanted his brother's football shirt.</i> <i>e.g. All the dogs' dinners had been stolen.</i>
4	Use fronted adverbials.	Extend children's use of adverbs by encouraging them to start their sentences with an adverbial. <i>e.g. <u>In total silence</u>, the children tiptoed along the corridor.</i> <i>e.g. <u>Without blinking</u>, Max stared into all their yellow eyes.</i>

Text Types

Text Type	Purpose	Examples	Success Criteria
Recount	To retell an event or series of events	Diary, journal, science experiment, biography, autobiography, historical account	<ul style="list-style-type: none">• My recount includes an introduction• I included time connectives• I included illustrations (if helpful)• I included essential words• I used the past tense• I used appropriate style and tone for the reader• I made the right choice of vocabulary and sentences• I showed chronological order• I wrote in the 1st or 3rd person• I included a closing statement
Instructions	To tell someone how to do or make something	Recipes, experiments, games rules, craft instructions, directions	<ul style="list-style-type: none">• My set of instructions includes a heading, an introduction, a list of equipment, step by-step instructions and a note or tip at the end.• I used bullet points, numbers or connectives to make the order clear• I used diagrams to make the instructions easy to follow• I used imperative or 'bossy' verbs to start instructions• I made good use of adjectives, adverbs and special or technical words to be precise
Non-chronological report	To document, organise and store information	'Topic' books	<ul style="list-style-type: none">• I used clear, bold writing for my page title• I included an introductory paragraph• I included subheadings - some written as

			<p>questions to interest the reader</p> <ul style="list-style-type: none"> • I used technical words to do with the subject • I included labelled diagrams • I wrote captions for pictures and diagrams • I organised information into paragraphs • I used present tense (or past tense for historical reports) • I included facts or pieces of information written in sentences • I used only factual adjectives • I used full stops and capital letters in the right places • I included a question to the reader, for example 'Did you know?'
Explanation	To give an account of how or why something happens	'Why Volcanoes Erupt' 'How Cows Make Milk'	<ul style="list-style-type: none"> • My text explains how or why something works or happens • The title is a question • My text may begin 'How' or 'Why' • I used an introductory opening statement • I gave information in a series of steps • I used helpful diagrams • I used chronological order • I used verbs in present tense • I used technical words • I used time and causal connectives • My text answers the title question
Persuasive	To take a position on an issue and justify it	Adverts, flyers, brochures, letters, etc, persuading the reader to do, think and take	<ul style="list-style-type: none"> • I started by stating the issue and my opinion of it • I supported my arguments with reasons and

		action	<p>factual evidence</p> <ul style="list-style-type: none"> • I used logical and cause and effect connectives to link arguments in paragraphs • I summarised my arguments • I used some/all of the following persuasive devices: <ul style="list-style-type: none"> • emotive language • rhetorical questions • cause and effect connectives • daring the reader to disagree • making my opinions sound like facts
Discussion	To discuss an issue and offer two or more points of view	Articles, reviews, travel guides	<ul style="list-style-type: none"> • I have used a clear opening statement • I gave arguments for and against • I supported the arguments with evidence • I used a concluding statement • I used the present tense and third person • I linked arguments and paragraphs using connectives
Narrative	To entertain, to extend imagination	Fairy tales, myths, legends, science-fiction, short stories, adventure stories	<ul style="list-style-type: none"> • I have organised my work clearly (a clear beginning, middle and end). • I have used capitals, full stops, exclamation marks and question marks correctly. • I have used lots of different connectives to link sentences and ideas (next, then etc.) • I have used some WOW! words to make my writing interesting. • I have used speech and punctuated it mostly accurately.

			<ul style="list-style-type: none">• I have used interesting adjectives, adverbs, verbs and nouns.• I have written in the correct tense most of the time.• I have used varied sentence openers.
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Reading Skills

AF1: Use a range of strategies including accurate decoding of text, to read for meaning.

AF2: To understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.

Encourage children to describe, retell and locate.

<u>Type of Question</u>	<u>Example</u>
What does mean?	<i>What does 'smartly' mean?</i>
Can have more than one meaning?	<i>Can 'light' have more than one meaning?</i>
What happened at?	<i>What happened at the beginning?</i>
What did the do?	<i>What did the bear do?</i>
Which word told you that?	<i>Which word told you that this is not the first comic strip about Superkid?</i>
Where did go?	<i>Where did peter Rabbit go?</i>
Describe	<i>Describe the Giant. Describe the house they found.</i>
Which paragraph tells you?	<i>Which paragraph tells you they were out of the bear's reach?</i>
Where are?	<i>Where are the main places you can see superheroes now?</i>
Why do?	<i>Look at page 10. Why do people like superhero adventures?</i>

AF3: To deduce, infer or interpret information, events or ideas from texts.

Encourage children to compare, contrast and infer.

<u>Type of Question</u>	<u>Example</u>
How did ?	<i>How did Lyddie know the others had reached safety?</i>
What words tell us ?	<i>What words tell us the writer of this letter is a child?</i>
Why did.....?	<i>Why did Lyddie have her back to the family?</i>
What did the do?	<i>What did the bear do?</i>
What does the word imply about?	<i>What does the word 'plush' imply about the owner of the house?</i>
What ideas are we given about?	<i>What ideas are we given about fox hunting in this article?</i>
What does think?	<i>What does the author think about the Roman Army?</i>
How did react?	<i>How did Charles react to the danger?</i>
How was different after?	<i>How was the atmosphere in the home different before and after this moment?</i>
Why is important?	<i>Why is the ladder important in this story?</i>

AF4: To identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.

Comment upon authors' use of structure, organisation, grammar and presentation.

Highlight the layout features and language features of different texts e.g. paragraph labels, headlines, pictures with captions, bullet points, navigational features such as contents page, numbered points, index, sub-headings, titles, arrows etc.

Type of Question	Example
What is the purpose of	<i>What is the purpose of the pictures on pages 6 and 7?</i>
How does the layout help	<i>How does the layout help the reader?</i>
Why is..... in	<i>Why is this paragraph in bold/italics?</i>
Why are..... used?	<i>Why are the sub-headings on page 9 used?</i>
Why has	<i>Why has the information been presented in this way?</i>
In what ways is like	<i>In what ways is Superkid like a superhero?</i>
Why is it easier to read	<i>Why is it easier to pick out key points of information from the fact boxes?</i>
Why did the author choose to	<i>Why did the author choose to change paragraph after this sentence?</i>
Why did the author use	<i>Why did the author use a different font for the postcard?</i>

AF5: To explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.

Identify author's intentions, e.g. 'it makes me imagine...', making references to, and quoting from the text to support statements.

Type of Question	Example
Explain why is used	<i>Explain why two different spellings of Superkid are used?</i>
Why does the writer compare to	<i>Why does the writer compare Hadrian's Wall to a molehill?</i>
What does tell you about	<i>What does "a great armour-plated centipede" tell you about the wall?</i>
Why did the author use	<i>Why did the author use this simile?</i>
How does help you to understand?	<i>How does the comparison help you to understand the behaviour of the character?</i>
Why are used?	<i>Why are mis-spellings used in this advertisement?</i>
How has the choice of words created a feeling of	<i>How has the choice of words created a feeling of panic?</i>
What do phrases such as tell you?	<i>What do phrases such as "it is probably true to say..." tell you?</i>
Why did the author choose the verbs And	<i>Why did the author choose the verbs "creeping" and "tickling"?</i>

AF6: To identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.

Encourage children to explain the purpose of the text and the author's intent, picking out key pieces of evidence to support their views.

Useful texts to explore may include persuasive articles/arguments e.g. articles for local community issues e.g. 'Save our Playground', Information encouraging people to recycle etc.

Type of Question	Example
Was this text trying to ?	<i>Was this text trying to persuade you to watch the film?</i>
Does the author like How do you know?	<i>Does the author like spiders? How do you know?</i>
How were the purposes of the texts different?	<i>Look at page 10. Why do people like superhero adventures?</i>
What can you tell about the viewpoint of the author?	<i>Look at page 10. Why do people like superhero adventures?</i>
Why were included?	<i>Why were quotations from Joe Millar and Corole Parker included in this article?</i>
Which text do you think is more/most effective?	<i>Both of these texts try to make you care about Whales. Which is more effective?</i>
Which text is?	<i>Which text is giving the writer's own impression?</i>
Look at the descriptions of 3 people. Who is most likely to buy this book?	
In what kind of magazine would you expect to find an article like this?	

AF7: To relate texts to their social, cultural and historical traditions.

Children to call upon their knowledge of the appropriate setting/historical context when discussing a text/answering questions.

Encourage children to link popular culture and stereotypes to characters and themes in their reading e.g. traditional themes: good Vs evil etc.

Type of Question	Example
In what ways is like?	<i>In what ways is Superkid like a superhero?</i>
Which features could have?	<i>Which three of the eight superhero features on page 9 could an ordinary person have?</i>
Give two pieces of evidence that	<i>Give two pieces of evidence that this is a modern story.</i>
How did you know ?	<i>The story began "Once upon a time". How did you know that there was likely to be a happy ending?</i>
What is it about that tells you?	<i>What is it about the language choices that tells you it was written a long time ago?</i>
Why does Ask to?	<i>Why does Mother ask Clara to look after Maxi?</i>
Could be described as ?	<i>Could Kevin be described as a "loner"?</i>
What else might make sad/angry?	<i>What else might make the teacher angry?</i>
What other reason could there be for?	<i>What other reason could there be for the town being quiet on Sundays? Where might the children be?</i>