



# English Parent Education Event

St Christopher's The Hall

June 2023



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# English in Reception, Year 1 and Year 2

English Curriculum Evening 2023  
Pre-Prep (Reception, Year 1 and Year 2)



# Welcome to the Pre-Prep (R/Y1/Y2) English Lesson!



- The aim of this meeting is for you to experience and get a taste of how our daily English lessons are taught. We are now in our second year of using the ‘CLPE Power of Reading’ scheme throughout the school, and the children love it. Each teaching sequence focuses on one book, and lasts for several weeks.
- This evening, we are going to do Lesson 1 of a five week teaching sequence. As per the start of the majority of the teaching sequences, you will not be told the name of the book or see any words.
- You will only be shown an illustration from the end page. From this, you will look closely, analyse, make predictions, think deeply, have questions, draw connections, have the confidence to share your own ideas... You will realise how deeply you can delve, just by looking at an illustration. You will hopefully appreciate how much this approach encourages creative thinking, triggers even the most reluctant writers, and allows for imagination to run wild. This is how comprehension begins.



# Power of Reading Pre-Prep Teaching Sequence

## Lesson 1

LO: To respond to illustration leading to persuasive writing based on issues raised in the text.

Look at this picture closely...

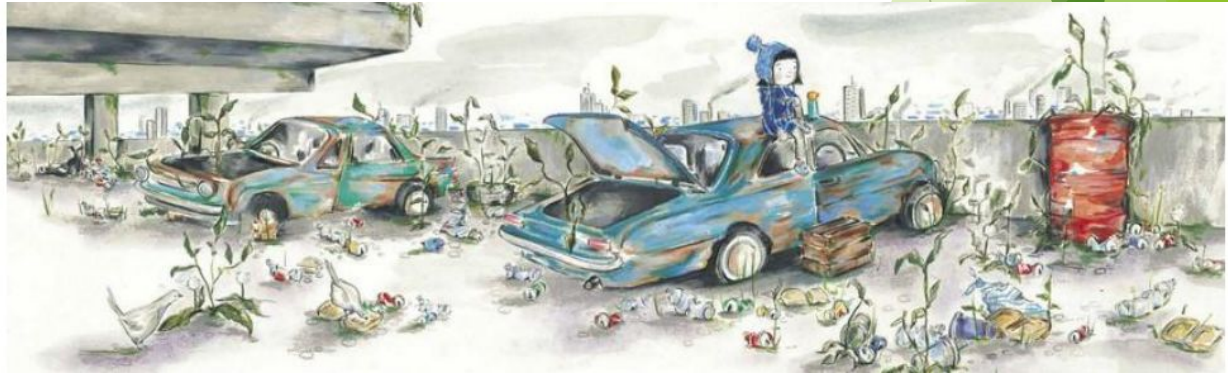




In your groups, please write some ideas about the picture.

Here are some questions that might help you....

- Where is this place?
- What is it like?
- How do you know?
- Would you like to be there?
- Why or why not?
- Have you ever been somewhere like this?
- Where was it?
- What was it like?
- How might it feel to be here?



Let's discuss our ideas together...







Now look closely at the character and the birds...

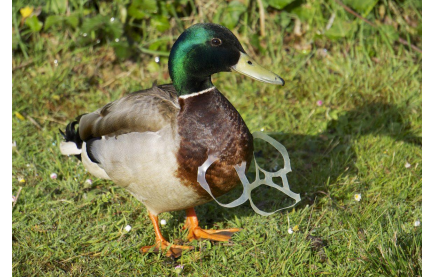


- How do you think the character is feeling, based on the facial expression? Why?
- What are the positives and negatives for the birds in this setting?
- Who is responsible for this place being the way it is?
- What could be done to improve this place?
- Whose responsibility is it to improve it?





Let's find out some facts about how we can prevent injury to animals from rubbish!



[Litter and Animals - Preventing injury from rubbish | RSPCA](#)



Next Lesson...

Tomorrow, you will be using your knowledge from today *to write a letter to Mr Carter to explain what we can do as a school to reduce littering, and why it is so important.* You will be relying on factual information, as well as using powerful language in order to get your point across.



# English in Year 3 and Year 4

English Curriculum Evening 2023  
Prep (Year 3 and Year 4)



# Welcome to the Prep (Y3/Y4) English Lesson!



- The aim of this meeting is for you to experience and get a taste of how our daily English lessons are taught. We are now in our second year of using the ‘CLPE Power of Reading’ scheme throughout the school, and the children love it. Each teaching sequence focuses on one book for either a few weeks, a half term and in some instances, a whole term.
- This evening, we are going to do merge Lessons 1-3 of a six week teaching sequence. Most sequences start with an analysis of the book cover, or an opportunity for some contextual research to enable pupils to understand some of the key themes in the story ahead of reading.
- Throughout the sequences, there are opportunities for the development of reading, writing and grammar skills, as well as chances to develop proficiency in spelling vocabulary from the Year 3 and Year 4 National Curriculum spelling list. Furthermore, opportunities for discussion, role play and debate are plentiful, providing ‘hooks’ for writing throughout.

## Starter - Spelling



decide  
describe  
different  
difficult  
disappear

Write a sentence containing of these five Year 3 words.

Challenge 1 - Can you include more than one of these words in your sentence?

Challenge 2 - Can you include a subordinating conjunction?



# Starter - Grammar

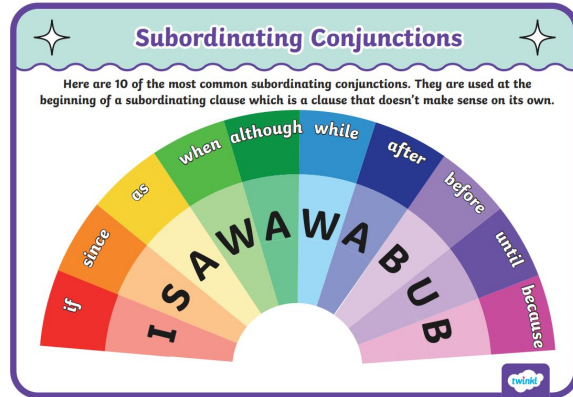


Bring the subordinate clause to the front of the sentence and add a comma. Look for the subordinating conjunction to help with this!

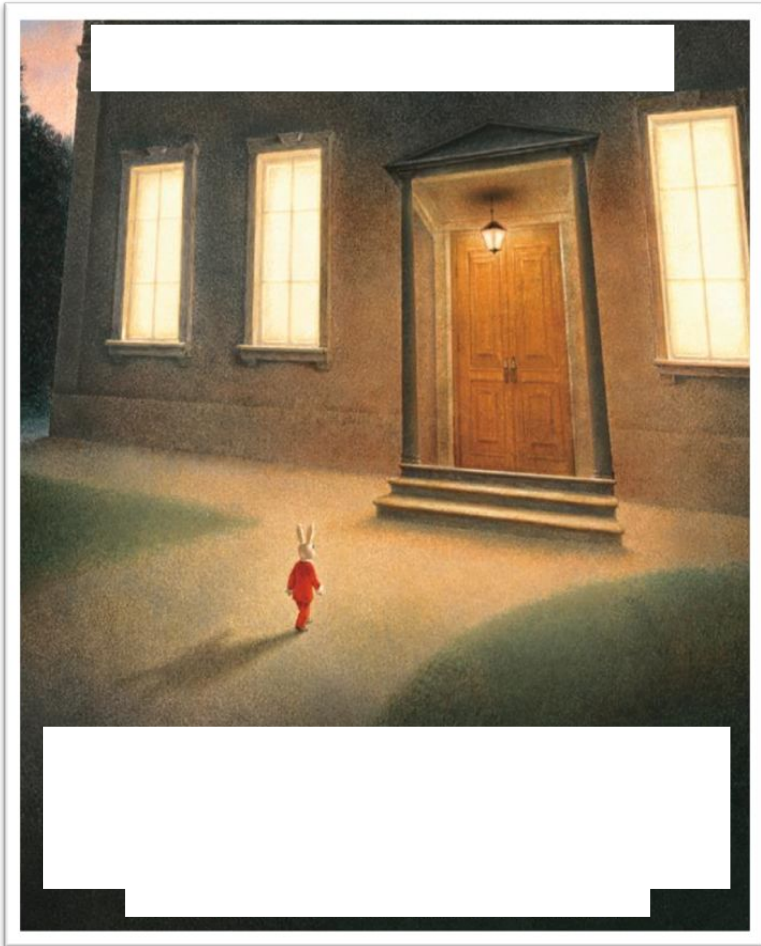
1) We washed the dog after a muddy walk through the woods.  
1) After a muddy walk through the woods, we washed the dog.

1) Jessica went to the party although she was extremely tired from a day of playing football.  
2) Although she was extremely tired from a day of playing football, Jessica went to the party.

What is a subordinating conjunction? - BBC Bitesize







What can see in  
this image?

Discuss with the  
person next to  
you.

What do all of these items have in common?



They are all made of china.

What is china?

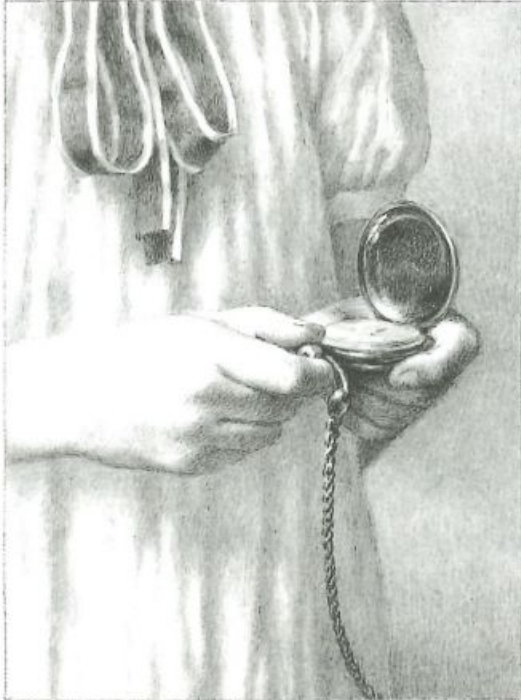
What are the properties of china as a material? (Science Link)

A video visual:  
[Alice In Wonderland -  
Tea Party Clip \(HQ\) -  
YouTube](#)





# CHAPTER ONE



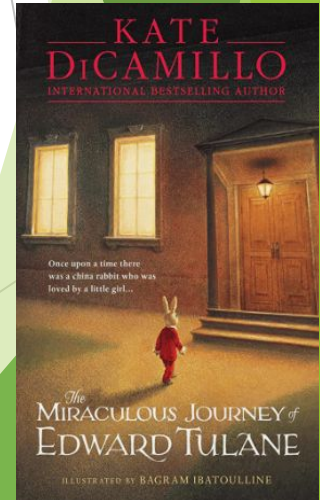
Let's read Chapter 1

[edward-tulane.pdf](#)  
[\(wordpress.com\)](#)



His ears were made of real rabbit fur, and beneath the fur, there were strong, bendable wires, which allowed the ears to be arranged into poses that reflected the rabbit's mood – jaunty, tired, full of ennui. His tail, too, was made of real rabbit fur and was fluffy and soft and well shaped.

What do we know about Edward so far?





# The different types of comprehension skills:

Vocabulary

Inference

Prediction

Explain

Retrieve

Summarise



Of all the seasons of the year, the rabbit most preferred winter, for the sun set early then and the dining-room windows became dark and Edward could see his own reflection in the glass. And what a reflection it was! What an elegant figure he cut! Edward never ceased to be amazed at his own fineness.

### Key Questions:

1. (V) What does the word 'elegant' mean?
2. (E) Why does Edward think he is an 'elegant' figure'?
3. (I) What does this text tell us about Edward's character?



### Key Questions

4. (S) Write three bullet points to share what you learnt in Chapter 1.
5. (E) Would you like to keep a toy like Edward? Explain why.
6. (P) What do you predict the story will be about?  
*Discuss this with your partner first.*



A taste of what is to come...

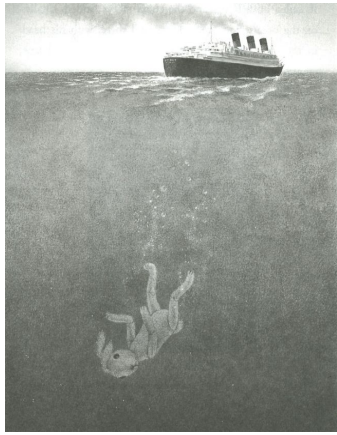
What do you think is happening here?

## CHAPTER TWO



How do you think Edward is feeling? Why?





**Themes:** Fear, Security, Identity, Friendship, Loneliness, Desperation, Family, Love, Loss, Hope and Resilience.



# English in Year 5 and Year 6

English Curriculum Evening 2023  
Prep (Year 5 and Year 6)



# Welcome to the Prep (Y5/6) English Lesson!

- The aim of this meeting is for you to experience and get a taste of how our daily English lessons are taught. We are now in our second year of using the 'CLPE Power of Reading' scheme throughout the school, and the children enjoy studying different texts over the period of a half term or a term.
- Children cover the usual skills of reading, writing, grammar and spelling. In Year 5 and Year 6, there is a greater emphasis on vocabulary and language, therefore analytical skills are taught to enable pupils to really understand any given text. Different extracts are used to cover the range of skills required.
- This evening, we are going to model a grammar lesson starter (focus: nouns) followed by a reading skills session. Please do get involved!



## Skills focus and objectives taught in lessons so far...



- To recap word classes/parts of speech
- To understand new vocabulary and use context clues
- To understand how to paraphrase
- To use commas to clarify meaning or avoid ambiguity in writing
- To understand and identify different sentence types and structures.
- To use, and work out the meaning of unfamiliar words; to learn and extend personal vocabulary
- To extract inferred meaning from specific text quotes

# Grammar Game - Nouns sorted



Look inside your envelope.

How would you sort these words? Why?

[https://docs.google.com/document/d/1DbJOr8C0bcQQhvE6eMO\\_B8x\\_tW\\_XeG5k/edit](https://docs.google.com/document/d/1DbJOr8C0bcQQhvE6eMO_B8x_tW_XeG5k/edit)

These are different types of nouns.

Common, Abstract, Proper, Collective, Pronouns

Within these nouns, we also have: Masculine common, Feminine common and Neuter common.

Challenge:

Can you add another noun to each group?

# Answers



Common nouns	Masculine common nouns	Feminine common nouns	Neuter common nouns	Pronouns	Proper Nouns	Collective nouns	Abstract nouns
Table	Man	Girl	Child	His	Mr Carter	A herd of cattle	Anger
Orange	King	Cow	Cat	Mine	Westminster Abbey	A pack of wolves	Love
Finger	Lion	Queen	Dog	She	America	A shoal of fish	Jealousy
Tree			Person		St Christopher's	A flock of sheep	Laziness Happiness

## Extract from “The Hobbit” by J. R. Tolkien.

Deep down here by the dark water lived old Gollum, a small slimy creature. I don't know where he came from, nor who or what he was. He was a Gollum – as dark as darkness, except for two big round pale eyes in his thin face. He had a little boat, and he rowed about quite quietly on the lake; for lake it was, wide and deep and deadly cold. He paddled it with large feet dangling over the side, but never a ripple did he make. Not he. He was looking out of his pale lamp-like eyes for blind fish, which he grabbed with his long fingers as quick as thinking. He liked meat too. Goblin, he thought good, when he could get it; but he took care that they never found him out. He just throttled them from behind, if they ever came down alone anywhere near the edge of the water, while he was prowling about.

Actually Gollum lived on a slimy island of rock in the middle of the lake. He was watching Bilbo now from the distance with his pale eyes like telescopes. Gollum got into his boat, put his long webby foot in the water, and paddled silently across the dark lake. Bilbo could not see him moving silently towards him.





# A little help...

Deep down here by the **dark water** lived old Gollum, a small slimy **creature**. I don't know where he came from, nor who or what he was. He was a Gollum – **as dark as darkness**, except for two big round pale eyes in his **thin face**. He had a little boat, and he rowed about **quite quietly on the lake**; for lake it was, wide and deep and deadly cold. He paddled it with large feet dangling over the side, but **never a ripple did he make**. Not he. He was looking out of his pale lamp-like eyes for **blind fish**, which he grabbed with his long fingers as quick as thinking. He liked meat too. Goblin, he thought good, when he could get it; but he took care that they never found him out. He just **throttled them from behind**, if they ever came down alone anywhere near the edge of the water, while he was prowling about.

Actually Gollum lived on a slimy island of rock in the middle of the lake. He was watching Bilbo now from the distance with his **pale eyes like telescopes**. Gollum got into his boat, put his long webby foot in the water, and paddled silently across the dark lake. Bilbo could not see him **moving silently towards him**.

