

Bracknell Forest Community Learning

Our Commitment

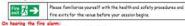
Bracknell

Forest

We are committed to promoting learning for all and we welcome adult learners regardless of age, gender, race, disability, belief, sexual orientation, background or learning difficulty. You have the right to feel safe where you learn, and your sofety is extremely

important to us. This leaflet gives you key information and various contact numbers to use if you, or someone you know, are at risk.

1. Fire Regulations



Leave the building by the nearest fire exit

- Do not stop to collect personal belongings
- Assemble at the appointed place where your tutor will take the register
- Remain at the assembly point until advised otherwise

2. Accident

If you have an accident, injury or near miss while on the premises, please natify a member of staff, We will arrange any necessary assistance and ask you to complete an incident report form.

3. 'Safeguarding'

Our staff undertake Safeguarding training and understand the importance of safeguarding children and adults at risk from abuse.

Abuse is when someone does something to another person that damages their quality of life or puts them at risk of harm. Abuse may be physical, emotional, sexual, neglect, financial or discriminatory.

or accommatory. If you suspect that a child or adult is at risk of being abused or neglected, you should either:

1) Inform your tutor or another available member of staff

- 90 2) Telephone the Bracknell Forest Safeguarding Children Team on 01344 354014/ Bracknell Forest Safeguarding Adults Team on 01344 351560
- ec.
- 3) The council Out of Hours Team are available on 01344 786543 or Thames Valley Police on 101 (or 999 in an emergency) You can also call these numbers if you are the person being abused.

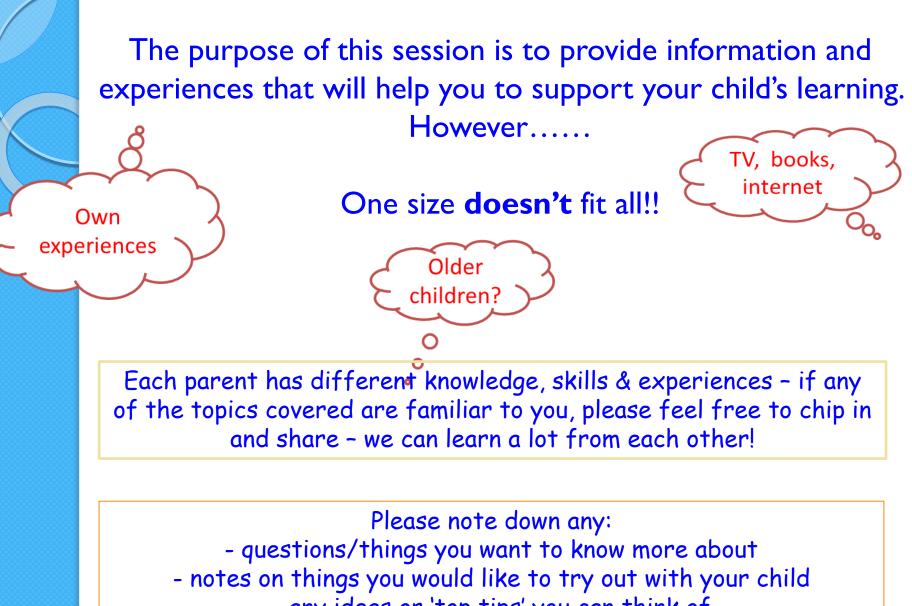


Anika Watson

Bracknell Forest Community Learning Team



Bringing learning to life



- any ideas or 'top tips' you can think of



English SPAG

• Spelling, Punctuation and Grammar

Testing your knowledge

- How did you find the test?
- Were there any surprises?

Outline of session

- Information about curriculum
- Activity with children (after which, the children will go back to class)
- Summary and evaluation



Aims

- To look at the children's baseline
- To see what the children will be taught this year
- To complete an activity with your child to support their learning and have fun
- To know how to support your child at home

Glossary of terms

- Check your cheat sheet!
- Keep it handy for homework
- "Let's find out together" if you are unsure check together

Glossary of terms

- Noun a naming word for things, animals, people, places and feelings.
- Pronoun a word used instead of a noun e.g. l, you, he, she it.
- Adjective word which describes a noun, e.g. shiny, fragrant.
- Adverb a word which describes how a verb action is being carried out, e.g. noisily, very. It can also refer to frequency e.g. he seldom goes...

Glossary of terms

- Preposition a word in a sentence, used to show where things are in time or space. For example, 'under', 'after', 'next', 'behind'.
- Fronted adverbial Words or phrases used at the beginning of a sentence. For example, 'With a happy smile, she skipped into the room'.



Year 3

Year 3: Detail of content to be introduced (statutory requirement)							
Word	Formation of nouns using a range of prefixes [for example <i>super</i> –, <i>anti</i> –, <i>auto</i> –] Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <u>a</u> rock, <u>an</u> open box] Word families based on common words , showing how words are related in form and meaning [for example, <i>solve, solution, solver,</i> <i>dissolve, insoluble</i>]						
Sentence	Expressing time, place and cause using conjunctions [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i>], adverbs [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i>], or prepositions [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because</i> of]						
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]						
Punctuation	Introduction to inverted commas to punctuate direct speech						





Year 3: Detail of content to be introduced (statutory requirement)

Terminology	preposition, conjunction						
for pupils	word family, prefix						
	clause, subordinate clause						
	direct speech						
	consonant, consonant letter vowel, vowel letter						
	inverted commas (or 'speech marks')						

Year 3 Vocabulary, Grammar and Punctuation

Word

I can

make nouns using prefixes use a or an appropriately by looking at the first letter of a word recognise word families

Sentence

I can

express time, place and cause using conjunctions express time, place and cause using adverbs express time, place and cause using prepositions

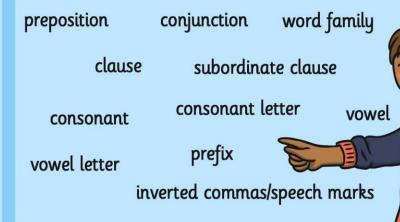
Text

I can use paragraphs to group information use headings and sub-headings use the present perfect form of verbs

Punctuation

I can recognise direct speech use inverted commas to punctuate direct speech

I can talk about my work using these words



Year 4: Detail of content to be introduced (statutory requirement)						
Word	The grammatical difference between plural and possessive –s					
	Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]					
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)					
	Fronted adverbials [for example, Later that day, I heard the bad news.]					
Text	Use of paragraphs to organise ideas around a theme					
	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition					
Punctuation	Use of inverted commas and other punctuation to indicate direct					
	speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]					
	Apostrophes to mark plural possession [for example, <i>the girl's name</i> , <i>the girls' names</i>]					
	Use of commas after fronted adverbials					
Terminology	determiner					
for pupils	pronoun, possessive pronoun					
	adverbial					

Year 4

Vocabulary, Grammar and Punctuation

Word I can recognise the difference between plural and possessive -s

use standard English in speech and writing

Sentence I can

add adjectives, nouns and prepositions to give more detail

use fronted adverbials

Text I can use paragraphs to organise my ideas

choose appropriate pronouns or nouns to help my writing flow

Punctuation

use inverted commas and other punctuation to indicate direct speech use apostrophes to show plural possession use commas after fronted adverbials I can talk about my work using these words pronoun determiner possessive pronoun

adverbial





Word I can recognise the difference between plural and possessive -s

use standard English in speech and writing

Read Read Read!!

Play plural and possessive game from todays session



What to do at home

Find examples of these in texts you read e.g. fiction, non-fiction, magazines, recipes etc.

Sentence I can

add adjectives, nouns and prepositions to give more detail

use fronted adverbials

Fronted Adverbials are words or phrases at the beginning of a sentence which are used to describe the action that follows.

Time	Frequency	Place	Manner	Degree	
Afterwards,	Often,	Above the clouds,	Sadly,	Almost unbelievably,	
Already,	Again,	Below the sea,	Slowly,	Much admired,	
Always,	Daily,	Here,	Happily,	Nearly asleep,	
Immediately,	Weekly,	Outside,	Awkwardly,	Quite understandably,	
Last month,	Fortnightly,	Over there,	Bravely,	Really happily,	
Now,	Yearly,	There,	Like a ,	Perhaps,	

What to do at home

Read out loud using expression

Text I can

use paragraphs to organise my ideas

choose appropriate pronouns or nouns to help my writing flow

Punctuation

use inverted commas and other punctuation to indicate direct speech.

use apostrophes to show plural possession

use commas after fronted adverbials

READ READ READ!! Find examples of these in texts you read e.g. fiction, non-fiction, magazines, recipes etc.

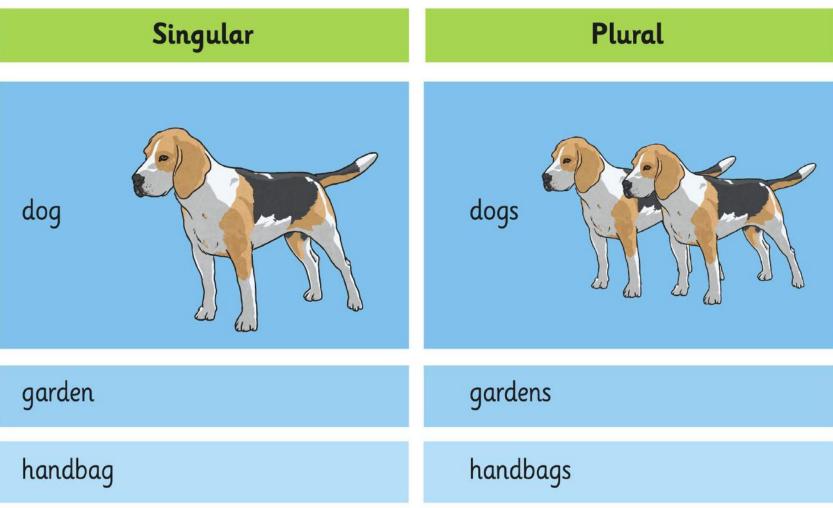


Activities

- All of these suggestions and games are consolidation activities
- Helping your children to practise the skills they learn at school
- Building fluency and confidence



Plural and Possessive



An -s can be added to show possession of a singular noun, however it needs to have an apostrophe in the correct place to make it grammatically correct.

school's new teacher

To form the possession of a singular noun, add an apostrophe, followed by the letter -s.

The new teacher belongs to the school, which is singular.

Singular	Plural	Singular Possessive -s
dog	dogs	The dog's fur.
garden	gardens	The garden's flowers were pretty.
handbag	handbags	The handbag's handles were big.

Plural and Possessive Activity

- Make your counters
- Cut out the strips
- Decorate your board game
- Take it in turns to pick up a strip and say whether its plural or possessive
- If you are right, roll the dice and move your counter
- If you finish the game, complete the sentence writing activity, if not take it home!



Online resources

BBC Bitesize

<u>https://www.bbc.com/bitesize/topics/zhrrd</u> <u>2p</u>

Top Marks <u>https://www.topmarks.co.uk/</u>



Evaluation

Please fill in an evaluation form before you go.Thank you very much for your time ^(C)

Family Learning Evaluation



Session Attended: 'Time to Read' Tutor: Anika Watson FS2/Reception

We hope you have enjoyed today's session - In order for us to monitor the quality of our courses, we would be grateful if you could spend a couple of minutes completing the sections below:

Your name: Date:

1. Glad you came?

Did you find today's session informative and useful?

Did you enjoy your time in school today?

Yes/No

Yes/No

Did you learn something new? Please rate increase in knowledge/skills:

	+0	+1	+2	+0	+4	+5	+0	+/	+0	+9	+10	
Best I	oit?											
Any c	hallenge	es:										
ls the	re anyth	ning we	did not	cover in	the ses	sion tha	t you th	ink coul	ld have I	been ind	luded?	

2. Want to do more/something else? We run a variety of short courses - please circle any of interest (many are FREE)

Courses to support my child's learning: Maths, Literacy, other
Back to work courses: working with children / be your own boss / retail / hospitality / customer service / food safety / health & safety / first_aid
Soft Skills: Managing change / confidence building/ team building/ effective communication
English / maths for adults - informal 'café style' sessions (brush up on skills/gain a qualification)
II skills: Word / Excel / Outlook / Power Point / II for jobseekers
Something else?

Phone number/email address.....

Thank you for your time