



**Bracknell Forest
Community Learning**



Our Commitment

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 safety 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



Please familiarise yourself with the health and safety procedures and fire exits for the venue before your session begins.

On hearing the fire alarm:

- 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 notify 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.

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

or:

- 2) Telephone the Bracknell Forest Safeguarding Children Team on 01344 554014/
Bracknell Forest Safeguarding Adults Team on 01344 551500

or:

- 3) The council Out of Hours Team are available on 01344 706543 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

The purpose of this session is to provide information and experiences that will help you to support your child's learning.
However.....



Own
experiences

One size **doesn't** fit all!!



TV, books,
internet



Older
children?

Each parent has different knowledge, skills & experiences - if any of the topics covered are familiar to you, please feel free to chip in and share - we can learn a lot from each other!

Please note down any:

- questions/things you want to know more about
- notes on things you would like to try out with your child
- any ideas or 'top tips' you can think of

English SPaG

- Spelling, Punctuation and Grammar

Why is Spelling, Punctuation and Grammar so important?

- Punctuation can change the meaning of a sentence greatly!
- We need to use Standard English to communicate effectively. Using incorrect punctuation, grammar and spelling can change the meaning of sentences whether spoken or written.

Testing your knowledge

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

Outline of session

- Discussion as a group
- 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!
- “Let’s find out together” – if you are unsure check it together

Glossary of terms

- **Noun** - a naming word for things, animals, people, places and feelings
- **Suffix** – a string of letters that go at the end of a **root word**, changing or adding to its meaning
- **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.

Year 2

Year 2: Detail of content to be introduced (statutory requirement)

Word	<p>Formation of nouns using suffixes such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</p> <p>Formation of adjectives using suffixes such as <i>-ful</i>, <i>-less</i></p> <p>(A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes <i>-er</i>, <i>-est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</p>
Sentence	<p>Subordination (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and co-ordination (using <i>or</i>, <i>and</i>, <i>but</i>)</p> <p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>

Year 2

Year 2: Detail of content to be introduced (statutory requirement)

Text	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>
Punctuation	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
Terminology for pupils	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>

Year 2

Vocabulary, Grammar and Punctuation

Word

I can

make nouns and adjectives
using suffixes

make compound words

compare using -er and -est

use -ly to make adverbs

Sentence

I can

extend my sentences using if,
that, because

extend my sentences using or, but

use adjectives to describe nouns

recognise statements, questions,
exclamations and commands

Text

I can

use past and present tense correctly

use verbs to show actions in progress

Punctuation

I can

use capital letters, full stops, question marks and
exclamation marks

use commas in a list

use apostrophes to show that a letter is missing

use apostrophes to show that something belongs to somebody

I can talk about my work using these words

noun

noun phrase

suffix

statement

compound

verb

command

question

comma

adjective

adverb

tense

apostrophe



Glossary of terms

- **Conjunction** - a type of **connective** that joins **clauses**.
- **Preposition** – a linking word in a sentence, used to show where things are in time or space. For example, ‘under’, ‘after’, ‘next’, ‘behind’.

Year 3

Year 3: Detail of content to be introduced (statutory requirement)	
Word	<p>Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>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, <i>a rock</i>, <i>an open box</i>]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>
Sentence	<p>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 of</i>]</p>
Text	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>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>]</p>
Punctuation	<p>Introduction to inverted commas to punctuate direct speech</p>

Year 3

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

Terminology for pupils

preposition, conjunction

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

preposition conjunction word family

clause subordinate clause

consonant consonant letter vowel

vowel letter prefix

inverted commas/speech marks



What to do at home

In the car, walking to school, answer 5 Q's before you watch tv...

play prefixes game from todays session

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

Give child a root word and see how many words they can make from it.

cover

covering
covered
covering
covers
recover
recovered
recovering
recovers

Give them a noun and ask them if its 'a' or 'an'

What to do at home

conjunctions	adverbs	prepositions
when	then	before
before	next	after
while	soon	during
so	always	in
because	yesterday	because of
since	here	above
where	eventually	below
later	later	under
unless	now	through
until	therefore	on
yet	frequently	beside
once	inside	due to
that	outside	with
if	everywhere	

 www.twinkl.co.uk

Sentence

I can

express time, place and cause using conjunctions

express time, place and cause using adverbs

express time, place and cause using prepositions



Help children build up their knowledge of conjunctions, adverbs and prepositions.

What to do at home

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

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



Past Tense	Present Perfect Tense
walked	have walked
jumped	have jumped
was	have been
sprinted	have sprinted
tested	have tested
grow	have grown
did	have done

The next steps...

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

I can

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



Activities

- All of these suggestions and games are consolidation activities – helping your children to practice the skills they learn at school.

Prefix game

- Place the prefixes in a pile and spread the root words out in front of you.
- Can the children match the correct prefix to the root word?

Prefix game

- Can you make your own prefix game?
- Use the template provided to make up your own game, including rules and instructions.
- Write your own root words on the template and cut them out.
- Follow the instructions to make your own prefix wheel.

Online resources

- BBC Bitesize

<https://www.bbc.com/bitesize/topics/zhrrd2p>

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

Evaluation

Please fill in an evaluation form before you go.
Thank you very much for your time 😊

Family Learning Evaluation



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

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? Yes/No

Did you enjoy your time in school today? Yes/No

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

+0	+1	+2	+3	+4	+5	+6	+7	+8	+9	+10
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Best bit?

Any challenges?

Is there anything we did not cover in the session that you think could have been included?
.....

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)

IT skills: Word / Excel / Outlook / Power Point / IT for jobseekers

Something else?

Phone number/email address:

Thank you for your time