



**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

# 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. I, 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)	
<b>Word</b>	<p>Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock</i>, <i>an open box</i>]</p> <p><b>Word families</b> based on common <b>words</b>, 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>
<b>Sentence</b>	<p>Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], <b>adverbs</b> [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or <b>prepositions</b> [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p>
<b>Text</b>	<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 <b>present perfect</b> form of <b>verbs</b> 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>
<b>Punctuation</b>	<p>Introduction to inverted commas to <b>punctuate</b> 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



## Year 4: Detail of content to be introduced (statutory requirement)

<b>Word</b>	The grammatical difference between <b>plural</b> and <b>possessive</b> –s Standard English forms for <b>verb inflections</b> 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> ]
<b>Sentence</b>	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> ) <b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i> ]
<b>Text</b>	Use of paragraphs to organise ideas around a theme Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition
<b>Punctuation</b>	Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, “Sit down!”</i> ] <b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl’s name</i> , <i>the girls’ names</i> ] Use of commas after <b>fronted adverbials</b>
<b>Terminology for pupils</b>	determiner 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

#### 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



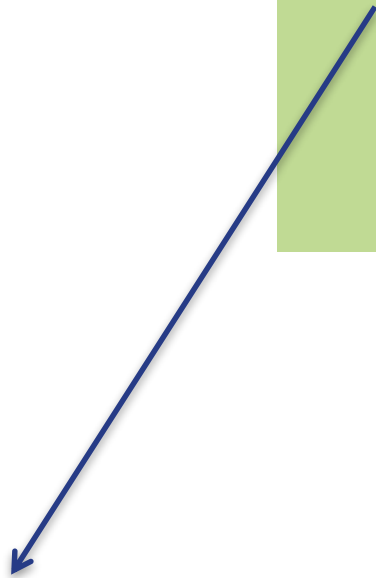
# What to do at home

## **Word**

**I can**

recognise the difference between  
plural and possessive -s

use standard English in  
speech and writing



Play plural and possessive game  
from todays session



Read Read Read!!

# What to do at home

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

Give your child a noun and ask them to add an adjective

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

I can

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.

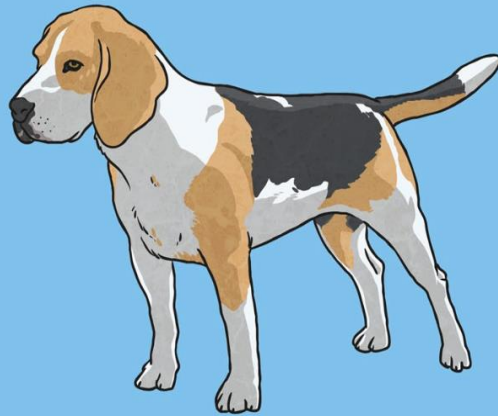
# Activities

- 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

**Singular**

dog

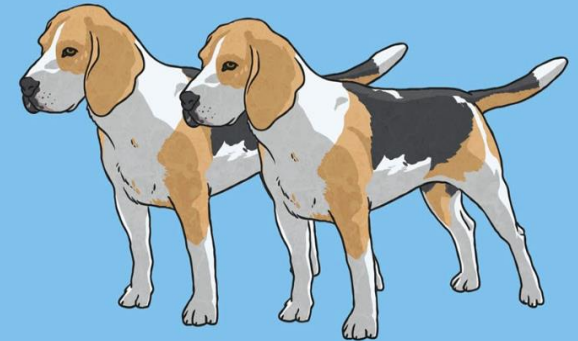


garden

handbag

**Plural**

dogs



gardens

handbags

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

<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