



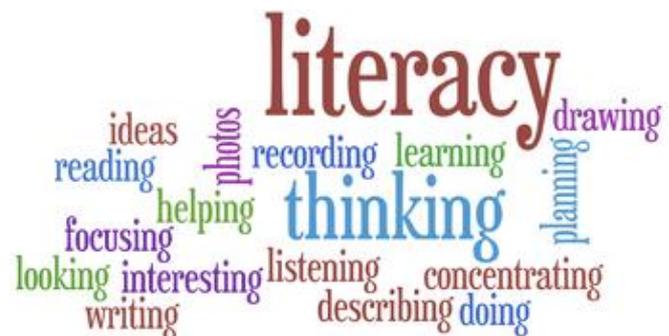
# HAZEL GROVE HIGH SCHOOL

## A PARENT'S GUIDE TO LITERACY

Often we want to help our children do better at school, but we are not sure how. This is true of (basic) reading, writing and oracy skills - all of which are key to success at school.

This booklet is designed to provide you with important information about what to expect during your child's journey at school along with some strategies you may choose to use at home for support.

What are the benefits  
of both?



### **Fiction**

- Pleasure and enjoyment
- Empathy
- Creative Writing Skills
- Cultural Capital
- Personal Challenge
- Expanding imagination

### **Non - fiction**

- Competency in navigating 'real life' texts
- Developing learning across the curriculum
- Cultural Capital
- Evaluation skills
- Becoming a 'citizen of the world'

# A PARENT'S GUIDE TO SPELLING

During Year 7 your child will be set weekly spelling lists by their class teacher. A reminder of these can be found on Show My Homework.

These spellings will be a mixture of words relevant to their current scheme of work but also some common words which are frequently misspelt.

In order to support your child with preparing for their weekly spelling test you should practise these spellings with help from the strategies below.

## SOUNDING OUT THE WORD

Sound the word out little by little. If it sounds wrong, try changing the vowel sound from the long 'i' in 'kite' to the short 'i' in 'kit'.

## MNEMONICS

Make a phrase or a sentence up about a word that you have difficulty spelling. For example:

### BECAUSE:

Big Elephants Can Always Understand Small Elephants.

### AFFECT/EFFECT: RAVEN

Remember, **A**ffect = **V**erb, **E**ffect = **N**oun.

## FIND SMALLER WORDS IN LONG WORDS

**BELIEVE:** believe has a lie in it.

**HEAR:** you hear with your ear.

## HIGHLIGHT HELPER

Highlight tricky parts of the word – Wed**nes**day, co**ur**.

## SAY IT AS YOU SPELL IT

Wed/nes/day, fav/our, lang/U/age. This technique helps with longer words.

## CHANTING'S THE CHARM

Chant or sing the word. Mississippi = Mrs I, Mrs SS I, Mrs SS I, Mrs PP I. Your voice could become louder, higher pitched, deeper, sad, happy or a silly voice. You could make the tone of your voice similar to the meaning of the word e.g. growl the word 'furious'.

## RAP A RHYME

Choose words which rhyme with the one you want to learn: flower, tower, power - be careful, as 'flour' is said like 'flower', but spelt differently.

## POST-IT APLENTY

Write any new vocabulary down on Post-it notes and stick them on the furniture which you use every day e.g. a wall, mirror or door. Your eyes will take in the word without you realising.

## LOOK, SAY, COVER, WRITE, CHECK

Copy the correct spelling out onto a page; look at the word and memorise it by using the above strategies. Then cover the word and write it down. If you make a mistake, highlight it, correct it, and try again (see attached sheet for a template you can use for this strategy).

## PUT IT IN A PYRAMID

Start with the first letter of the word. On the next line, you write the first letter and the second. On the third line, you write out the first three letters of the word. You continue with this until you have spelt the whole word!

## SEARCH FOR IT

Put your spellings into a word search. Wait for a day or two, and then complete it.

## SPELLING DETECTIVE

Give yourself clues. For example, 'a word beginning with 'r', which means to do something over and over. This word has ten letters'. The answer: repetition!

## READ MORE AT HOME

The more you read, the more you will come across new words which will broaden your knowledge. You will take on board spellings and new vocabulary which you can look up in the dictionary. Try reading aloud to yourself or someone else and use the above strategies to help you with any tricky words.



# A PARENT'S GUIDE TO READING

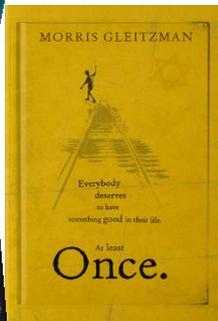
During Year 7 your child will be set weekly reading homework by their class teacher. A reminder of this can be found on Show My Homework.

We really want to create a buzz about books and have our students thoroughly enjoying what they are reading. All students have the opportunity to frequently change their book in the school library. If they are struggling with what to read next, they can take a look at The English Council's recommended for their 'Book of the Month' or ask their English teacher for some suggestions.

The best way to encourage reading is to discuss with your child what they are reading: what is the plot? Who are the characters?

A short and frequent discussion about their book will really encourage them to get excited about reading!

A great website to visit is the 'Carnegie Children's Book Awards' website for some new and exciting recommendations.



Throughout the school year we run many competitions which often are based around reading and/or writing, please encourage your child to get involved and excited about English.

You can also follow and check the English twitter page @EnglishHghs for updates on what's going on in the English department!

## Stop, drop and read!

Monday: First 5 -10 minutes of P3.

Thursday: First 5 - 10 minutes of P3.

Week 2: First 5 minutes of the Friday mentoring session.

First 5 - 10 minutes if every English lesson.



**HAZEL GROVE  
HIGH SCHOOL**

# A PARENT'S GUIDE TO ORACY

## **Interview 🗣️**

- Cast yourself (or your child) as an interviewer. Pick an interviewer to match the style of interview you want: it could be someone like Jeremy Paxman, Andrew Marr, or Alex Jones. You could watch a clip of the interviewer you have chosen from YouTube, to prepare them.
- Cast your child as a historical, religious or fictional character, or a scientist or entrepreneur (it could be someone they are studying in another subject). Give them planning time to think about the person you have cast them as.
- Now see how they cope with your questions.

## **Stop 'Watch' you're doing**

- Choose a topic - it could be anything from something that is in the news to a key word such as 'cherries'.
- Get a stop watch and set it for 60 seconds - introduce your topic and ask your child to discuss that topic for the full 60 seconds.
- You can then switch roles, maybe making it into a competition.

## **News updates**

- Watch the news (this could be a short episode of Newsround) and discuss your child's opinion on the stories.

## **Desert Island**

- Imagine what a desert island might be like and then quickly communicate ideas and visions to build up a shared picture.
- Pretend you are being sent to this desert island and you can only take six items. They could be practical items to help you survive or they may be things that remind you of what you are leaving behind.
- Discuss the reasons behind your choices and justify why you chose them, and discuss any similarities/differences between your own and your child's.
- You could compare the chosen items by ranking them in order of importance.

## **What if?**

- Produce 'scenarios' that predict how social or technological trends might influence people's behaviour in the future or what greater effect they might have on society.
- E.g. What would happen if:
  - There was no police?
  - There was no electricity?
  - All money was abolished?
  - Children did not have to go to school?

## **Image/ Extract/ Music/ Statement**

- Get an image, extract or statement in front of you, or play a piece of music.
- Discuss what you think of it.
- Come up with questions you would like to ask the writer or creator.



# A PARENT'S GUIDE MORE GENERALLY

## Word Classes

Take a set of blank cards and write a word class on each one. Try to have a few noun cards, a few verb cards and so on. Shuffle the cards and deal them. Each person has to make a sentence out of as many of their cards as possible, converting each word class into an example e. g. If I had a verb, two nouns, two articles and a preposition I could make the sentence:

'The cat sat on the mat'

Word class	Definition
Adjective	A <u>describing</u> word.
Adverb	A word that describes <u>how</u> , <u>when</u> and <u>how often</u> something is done.
Noun	A <u>naming</u> word.
Preposition	A word that shows the <u>position</u> of something (below), the <u>time</u> (at), <u>how</u> something is done (by) or <u>possession</u> (of).
Verb	A <u>doing</u> or <u>action</u> word.
Article	The word before the noun that decides if the person or thing is <u>general</u> or <u>specific</u> .

## Punctuation

An awareness of punctuation in spacing marks is vital to develop speaking and writing skills.

You could play 'Speak the mark' - in this game you have to say the punctuation as you speak

For example:

*Could you pass the butter [comma] please [question mark].*

Of course this cannot be played for long, but it could be used as a short refresher.

## Extended writing

This will help your child to see the different rules that apply to different sorts of texts.

Read with your child different types of text on the same subject. For example, read a description of a shark, a part of a story about a shark and a recipe for shark soup. Talk about how we know one is a recipe, one is a narrative (a story) and one is a piece of information.

You could then plan together an extended piece of writing of their choice using elements of these.

