

Rosebery SEND parent workshop



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Send @ Rosebery

Emma Byrne – SENDCO and Specialist Assessor

- Rosebery has embedded SEND support through ‘quality first teaching’.
- Staff receive regular SEND training
- Strong communication systems and referral systems
- Technology to support learning (Google classrooms)
- Primary transition information identifies students
 - Student profile
 - Intervention groups



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Reading strategies

Lets think smarter



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What is reading?

- The ability to successfully generate meaning from text.
- Reading, like listening, is a very active, dynamic process. The reader is actively involved in comprehending the meaning of the message; he/she constantly interacts with the text and combines information from the text with other sources of knowledge in order to make meaning.

Reading comprehension is the result of interaction between the reader and the text.

Good readers monitor their understanding, and when they lose the meaning of what they are reading, they often unconsciously select and use a reading strategy (such as rereading or asking questions) that will help them reconnect with the meaning of the text.



Effective readers can

- Recognise words quickly.
- Use text features (i.e. headings, subheadings, pictures) to predict the content of a text.
- Deduce the meaning and use of unfamiliar lexical items by using contextual clues.
- Read at different speeds for different purposes.
- Understand information when not explicitly stated.
- Distinguish main ideas from minor ones
- Distinguish between fact and opinion.
- Use prior knowledge to work out the meanings within a text.
- Skimming
- Scanning



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Can you read this?

I cdnuolt blveiee that I cluod aulacly uesdnatnrd what I was rdanieg. The phaonmneal pweor of the hmuan mnid, aoccdrnig to a rscheearch at Cmabrigde Uinervtisy, it dseno't mtaetr in what oerdr the ltteres in a word are, the olny iproamtnt tihng is that the frsit and last ltteer be in the rghit pclae. The rset can be a taotl mse and you can still raed it whotuit a pboerlm. This is bcuseaethe huamn mnid deos not raed ervey lteter by istlef, but the word as a wlohe. Azanmig huh? Yaeh and I awlyas tghuhot slpeling was ipmorantt! If you can raed this forwrad.



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Rosebery Strategies

Highlighting

Chunking

Masking

Background colour

Annotating

Audio playback



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Highlighting

Certain words need to be highlighted in order to make them stand out from the others. Command words are important, also instructions, the name of the text or author and the key words of the question. Highlighting should be done on questions before reading, so that the student knows what she is looking for.

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Chunking and masking

A long piece of text can be very daunting, and off putting for some students. Break it up into smaller sections with coloured boxes. This can then make it more accessible. The text can then be looked at section by section, and the rest can be covered over by a piece of paper.

Any of these techniques can be used in exam situations. The student may need to ask for a piece of paper, but highlighters and coloured pens can be taken into an exam room.

This can also make a short paragraph stand out.

A long piece of text can be very daunting, and off putting for some girls. Break it up into smaller sections with coloured boxes. This can make it more accessible. The text can then be looked at section by section, and the rest can be covered over by a piece of paper.

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Background colours

What background colour/font colour, font size and style does the student prefer?

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What can parents do?

Reading Strategies

Strategy	How can you help your daughter develop this skill?
Predict	Ask questions about the title, the characters or the plot from reading the overview Why do they think what they have said...what words make them think this is the case
Visualize	Keen artists might want to draw these out so they engage with the book more, others might like to act their characters out too
Question	Listen to them read aloud and randomly stop them and ask a question about a word, a concept, character or ending. What is their opinion? What emotions have they felt whilst reading?
Connect	How does the book relate to their life experiences? Help them to make these links with people they know and their stories.
Identify	Read the book ahead of your daughter so you can then ask questions about what they have read. Do this in an informal way – when cooking dinner, washing up or walking the dog.
Infer	This is a challenging skill so having read the book ahead of your daughter will help you to draw their thoughts out on this. Prompting questions. <u>Mindmaps</u> to plot their thoughts can be a visual way to develop their ideas.
Evaluate	Hold a book review! If you have read the book too you can have a competition for who delivers the best review and the family can vote.

READING STRATEGIES

PREDICT

Determine what you think will happen in the text. Use the title, text, and illustrations to help you.

VISUALIZE

Create mental images of the characters, settings, and events in the text.

QUESTION

Stop and ask yourself questions to see if the text makes sense. Reread the text if you need more information.

CONNECT

Think about what you already know about the text. Find ways to relate the text to yourself, other texts, and the world around you.

IDENTIFY

Determine the author's purpose. Find the important details, the main idea, and the themes of the text.

INFER

Use clues in the text and your own knowledge to fill in the gaps and draw conclusions.

EVALUATE

Think about the text as a whole and form opinions about what you read.



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What can parents do?

- Encourage!
- Read together
- Ask questions
- Check understanding of vocabulary
- Look at a variety of formats / texts / genres
- Highlight the purpose so its meaningful
- Remind about the Rosebery strategies
- Make it fun ... play games...



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Spelling strategies

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Task

Please spell for me

triskaidekaphobia

- Why was this word so difficult to spell?
- Were there any clues in there that might help you remember how to spell it in future?



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Spelling Strategy 1

See a Word within a Word

‘Never believe a lie’



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Spelling Strategy 2

Use sayings to help with tricky letters

For example:

Necessary - There is one collar and two sleeves on a shirt

Accommodation – two cots require two mattresses

Generally, a general is your best ally.

An island is land surrounded by water.

Rhythm

Rhythm
has
your
two
hands
moving



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Spelling strategy 3

Using roots, prefixes and suffixes

- **uncomfortable** = not comfortable = un + comfort + able.
- **irregularly** = ir + regular + ly,
- **unhappily** = un + happy (using our knowledge of spelling rules we change the 'y' to 'i') + ly



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Spelling Strategy 4

Know the spelling rules

Knowing spelling rules is great to help you figure out why spelling is the way it is.

- For example, we add 'es' to words ending in **x, ch, sh, s, z** to make **plurals** and third person verbs: box - boxes, mess - messes, he teaches.
- We have the 'y' to 'i' rule when adding some suffixes: happy - happiness, happily; crazy - crazily, craziness.
- We drop the 'e' with -ing: write - writing, have - having, believe - believing.

Drop the 'e' with -ing

write write~~e~~ → writing

come come~~e~~ → coming

have have~~e~~ → having

love love~~e~~ → loving



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Spelling Strategy 5

See Letter patterns

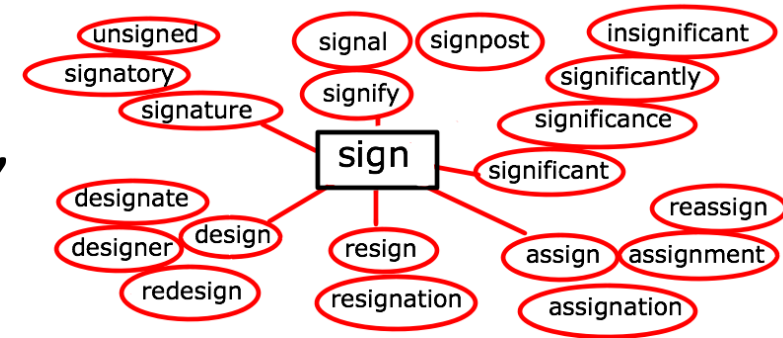
- **-ight-** light, bright, tight, might, flight, fight, uptight, lighter, sightseeing...
- **-tch-** match, hutch, butch, notch, catch, watch...
- **pl-** play, plan, plastic, plenty, plain, plonk...
- **spr-** spring, sprung, spritz, sprat, spray, sprinkle...
- Good spellers know letter patterns and use them to help recall spellings or guess the spelling. Knowing common letter patterns is a fantastic strategy to help you improve your spelling and to spell well.



Spelling Strategy 6

Word Families....

- **-ject-** (from Latin- throw) **reject** (throw away!), **rejection**,^[L]_[SEP] **projection**, (to throw light on something), **projectile**, **dejection**, **objection**, adjective (to throw light on nouns!), **injection**
- **terr-** (from Latin terra for earth, land, ground) **terrain**, **territory**,^[L]_[SEP] **subterranean**, **Mediterranean**, **extraterrestrial**, **terrier** (a dog that digs in the earth!)
- **-rupt** (from Latin for broken) **rupture**,^[L]_[SEP] **interrupt**,^[L]_[SEP] **disruption**, **eruption**, **bankrupt**, **corrupt**, **abrupt**...



Spelling Strategy 7

Syllable breakdown

We can break words into little spoken chunks with a vowel sound to help spell long words:

- un/com/for/table,
- ex/tra/va/gant.

Or break them into words –

- un/comfort/able,
- extra/va/gant.



syllables



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How can parents help?

- Word walls
- Challenge – new vocabulary develops ...
- Ad hoc tests – little and often
- Spelling hangman
- Learn sayings together
- ‘In the car’ trap



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Numeracy ... quick maths



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Timetables ...think clever ...

- Ad hoc tests
- Competitions
- Learn tables together
- 'In the car' trap

Kenny turns the tables!

1	2	3	4	5
$1 \times 1 = 1$	$2 \times 2 = 4$	$3 \times 3 = 9$	$4 \times 4 = 16$	$5 \times 5 = 25$
$1 \times 2 = 2$	$2 \times 3 = 6$	$3 \times 4 = 12$	$4 \times 5 = 20$	$5 \times 6 = 30$
$1 \times 3 = 3$	$2 \times 4 = 8$	$3 \times 5 = 15$	$4 \times 6 = 24$	$5 \times 7 = 35$
$1 \times 4 = 4$	$2 \times 5 = 10$	$3 \times 6 = 18$	$4 \times 7 = 28$	$5 \times 8 = 40$
$1 \times 5 = 5$	$2 \times 6 = 12$	$3 \times 7 = 21$	$4 \times 8 = 32$	$5 \times 9 = 45$
$1 \times 6 = 6$	$2 \times 7 = 14$	$3 \times 8 = 24$	$4 \times 9 = 36$	
$1 \times 7 = 7$	$2 \times 8 = 16$	$3 \times 9 = 27$		
$1 \times 8 = 8$	$2 \times 9 = 18$			
$1 \times 9 = 9$				

6	7	8	9
$6 \times 6 = 36$	$7 \times 7 = 49$	$8 \times 8 = 64$	$9 \times 9 = 81$
$6 \times 7 = 42$	$7 \times 8 = 56$	$8 \times 9 = 72$	
$6 \times 8 = 48$	$7 \times 9 = 63$		
$6 \times 9 = 54$			

Times tables: the 21 facts*

1	2	3	4	5
$1 \times 1 = 1$	$2 \times 2 = 4$	$3 \times 3 = 9$	$4 \times 4 = 16$	$5 \times 5 = 25$
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Memory Skills



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Memory Games

Our brains have to be trained to improve our recall abilities:

- Tray game
- 'I went to the shop and I bought....'
- Matching card games



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Thank you for your
support and time



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