



**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 354014 / Bracknell Forest Safeguarding Adults Team on 01344 351500

or  
3) The council Out of Hours Team are available on 01344 706540 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**

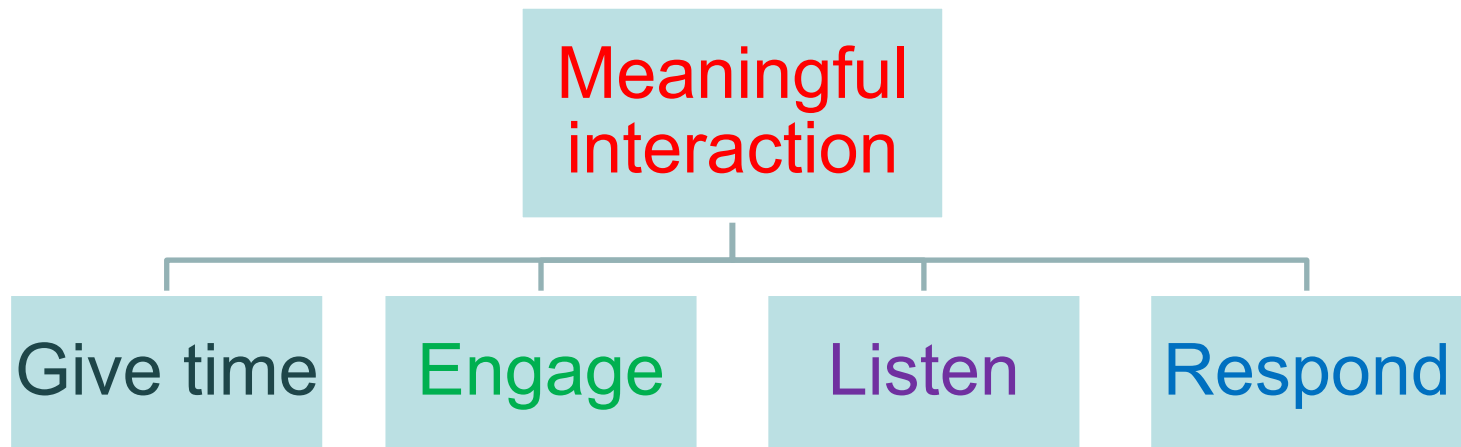
**Bracknell Forest  
Community  
Learning Team**



**Bringing learning to life**


“Nothing matters more than stopping,  
listening and responding positively to young  
children”

*Julie Fisher, Education Adviser, Oxford Brookes University*



Interactions are profoundly important for supporting and extending children's learning. Regular meaningful interactions can help develop children's skills in thinking, reasoning, explaining, persuading and language development.

# Unique Child



Your child may  
do it differently,  
we embrace  
and welcome  
individuality.

“ No brain is the same; no brain is the best. Each brain finds its  
own special way”

*Psychiatrist Edward Hallowell.*

# English SPaG

- Spelling, Punctuation and Grammar



# Outline of session

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

# Aims

- 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

# 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 is a prefix?

**Prefixes** are a group of letters that change the meaning of a word when they are added to the start.

Most prefixes mean a similar thing when they're added to different words.

The prefix **un-** usually means not. For example:

- **un**happy
- **un**locked
- **Un**fair

The prefixes **dis-** and **mis-** usually have negative meanings.

For example:

- **dis**agree
- **dis**obey
- **mis**behave

# Prefix game

|      |           |     |         |
|------|-----------|-----|---------|
| mis  | behave    | non | fiction |
| ex   | claim     | ex  | port    |
| anti | dote      | ex  | press   |
| mis  | calculate | co  | writer  |

- You have a set of cards with prefixes and root words
- 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?
- Read the words out loud to help
- Challenge: put the word into a sentence

# Prefix game

- Can you make your own prefix game?
- Use the template provided to make up your own game
- Write your own root words on the template and cut them out – use the colourful sheet of prefixes to help you
- Follow the instructions to make your own prefix wheel.



### Game

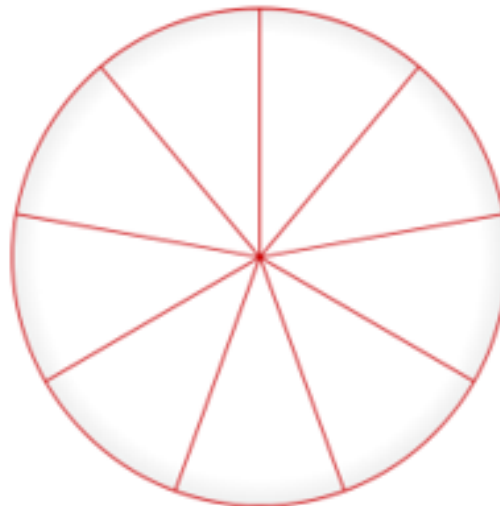
Equipment:

How to play:



Root words: (write and cut)

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |



To make the prefix wheel: cut out the wheel you'd like to use (blank or pre-filled). Make a hole in the middle of the wheel using a pen. Attach it (on top of the 'x') in the middle of the pre-cut card, using a split pin. Decorate the rest of the card however you like.

# 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             |

# Activities

1. Play the prefix matching game – sort cards into prefixes and root words. Then match them up to create new words.
2. Create your own prefix game, follow the instructions on the template. Remember to only put the root words on your cards.
3. If you need another activity let me know.

# Online resources

- [Year 3 Year 3 English - BBC Bitesize](#)
- [Spelling and Grammar, English Games for 7-11 Years – Topmarks](#)
- [Best Books for Year 3: Recommended Booklist for Ages 7-8](#)
- [Parts-of-speech.Info - POS tagging online](#) –type in a sentence and it shows you what each word is

# Online resources

[Parts-of-speech.Info - POS tagging online](#) –type in a sentence and it shows you what each word is

Adjective

Adverb

Conjunction

Determiner

Noun

Number

Preposition

Pronoun

Verb

Ava

likes

the

blue

house

at

the

end

of

the

street

Tell us what  
you  
think.....  
😊



## Family Learning Evaluation



|                     |                    |   |        |        |        |        |        |
|---------------------|--------------------|---|--------|--------|--------|--------|--------|
| Tutor: Anika Watson |                    | Session Attended: <u>    </u> (please tick) |        |        |        |        |        |
| F51<br>(nursery)    | F52<br>(reception) | Year 1                                      | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |

We hope you enjoyed today's session - to help us monitor the quality of our courses, please complete the questions below:

Your name: ..... Date: .....

### Glad you came?

Did you enjoy your time in school today?

Yes/No

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

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

Two things I have found useful today:

.....  
.....

We want our sessions to be as helpful as possible - what could we do better?

.....

### Need more information?

Use the QR codes below to see further Family/Adult learning resources, these are also on the PowerPoint from today's session:

|  |   |
|--|---|
| Further Family & Adult Learning opportunities:<br> | Further support for families who have additional needs:<br> |
|--|---|

If you prefer not to use QR codes, we can speak to you directly - just leave your contact details below and someone will be in touch. 🙌

Email.....

Phone number.....

# Extra Information to use at home:

Further Family & Adult Learning opportunities:



Further support for families who have additional needs:

