

## English Progress Stickers – Guidance for Parents and Guardians

**Predicted Grade** – what we expect students to achieve at the end of Year 11 in their GCSEs. It uses the new 9 to 1 scale. Teachers may have added a ‘minus’ to show they’re beginning to reach the skills or a ‘plus’ to show they’re secure in these skills.

**Progress to Target** – the targets are set by Key Stage 2 data, according to Government guidelines, and this indicates whether their predicted grade shows a similar standard.

**Position in the Group** – we feel it is also helpful for students and parents to understand their position according to peers. Please see the ‘Setting Policy’ on the English Curriculum page of the Brine Leas website for further information.

**Next Step** – we pleased to receive requests from parents about what they can do to help support their child’s progress in English. The ‘Next Step’ is intended as a summary of the term’s overall target and an area to develop. Just as all students, in all groups, are expected to work to the best of their ability, we also expect all students, in all groups, to be looking forward to the ‘Next Step’ to help them make progress. Here are some questions to ask, based on the indicated Next Step, so you can support your child at home.

### 1. Reading

- a. Is your child reading for the recommended 20 minutes a day?
- b. What kind of books is your child reading? Are they reading a range of authors and genres?
- c. What level of books is your child reading? This should match their reading age – please see My Child at School for this information and the English Curriculum page for recommended challenging reads for each year group.
- d. Do you regularly read with your child out loud to help fluency and misconceptions? If they struggle to pronounce the word, it’s a good idea to check if they understand it, for example.
- e. Do you ask your child comprehension questions about the book they’re reading? You could ask: How is the character feeling? Can you summarise what just happened? Can you predict what might happen next?
- f. Does your child have a reading journal to help them independently keep track of the books, plot, character and vocabulary they’re encountering?

### 2. Accelerated Reader Quizzes

- a. Is your child regularly quizzing when they finish books? This should be at least twice each half term.
- b. How long are they taking to finish a book? It should be around one book per fortnight, depending on the level of challenge and difficulty.
- c. What’s the average score for their quizzes? They need 80% to pass and show comprehension. You can log in as a parent or guardian via Home Connect and using your child’s username and password for Accelerated Reader:  
<https://ukhosted18.renlearn.co.uk/1893281/HomeConnect>

### 3. Spelling

- a. Is your child confident with spelling rules, such as ‘i before e’, and patterns?
- b. Does your child use a dictionary to check spellings when doing homework?

- c. Does your child correct misspelt words indicated by their teachers (across all subjects)?
  - d. Do you help your child create lists of words they're unsure of and test themselves on a few words at a time?
  - e. Is your child confident with using homophones (their/there/they're, for example) in the correct way?
  - f. Could you support your child with further spelling and homophone exercises, such as in the recommended C.G.P. SPaG workbook?  
<https://www.cgpbooks.co.uk/Parent/whoAreYou.book> EGW31B
4. Writing with accuracy
- a. Does your child regularly read and check their work after completing homework?
  - b. Does your child correct mistakes in accuracy, such as full stops and capital letters, in their written work?
  - c. Are they confident with the rules of grammar and how to use the full range of punctuation (all taught in primary school)?
  - d. Could you support your child with further grammar and punctuation exercises, such as in the recommended C.G.P. SPaG workbook?  
<https://www.cgpbooks.co.uk/Parent/whoAreYou.book> EGW31B
5. Writing with greater depth
- a. How much does your child write for homework? Reviewing their exercise books, do they typically write more or less during classwork exercises?
  - b. Do they always stop at the minimum, without re-reading and looking for a way to extend their ideas?
6. Challenge and ambitious writing
- a. Does your child use a thesaurus and a dictionary to help add interesting vocabulary to their work?
  - b. Do they challenge themselves to use interesting punctuation (such as a dash, colon or semi-colon) as well as accurate punctuation?
  - c. Do they similarly challenge themselves with a range of complex sentences, paragraphs and structural devices?
  - d. Do they challenge themselves to think of a personal and independent idea, rather than simply repeating ideas gathered in class?
  - e. Do they read and research around the topic that's been set to extend their ideas?
  - f. Are they confident with a range of literary terminology, from personification to analepsis?