

IMPACT

in Learning

Involving More Parents And Children Together





<https://www.youtube.com/watch?v=nOhZ6U5yaXA>

- Impact in Learning is an Award-Winning parental engagement strategy that has proven to raise attainment by engaging parents more effectively in children's learning.

- It is inspired by the work of Professor Charles Desforges and the latest Government research which suggests that parental involvement can increase learning by up to 30%.

- It teaches parents/supporting adults about new methods and techniques used in schools today and provides parents/carers with a tool kit of resources to take home and use to support children in their homework.

In this workshop we aim to:

Encourage partnership between school and parents

Demonstrate how to support children in their writing

Share resources

Offer resources for use at home

Support parents to help their children learn

Improve children's progress (4 week programme)

Child one week one

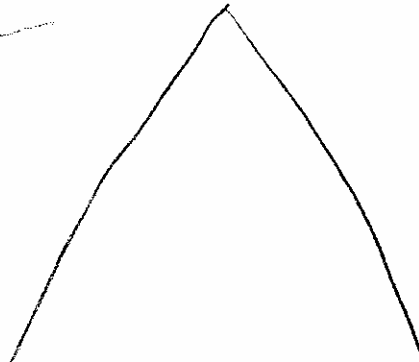
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on Tuesday
we
went to
the cinema.

I went

to Joan

Ktoun



On good Friday I
went to my
Aunties house.

I went to church
with my mum.

I went to the
Seesid with mum
and
Nau Stephenie to
Fon.

we went to the
FAM I Lak the
cow and we eat and we
went to the park

ON Tues day I went to the
farm. I saw goats and pigs and
cows. I went to my shoot
farm. I went with my
teacher teresa.

we went to see the animals.
I felt happy and cool.

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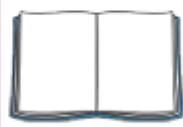
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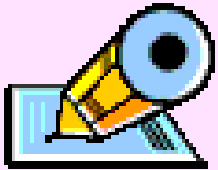


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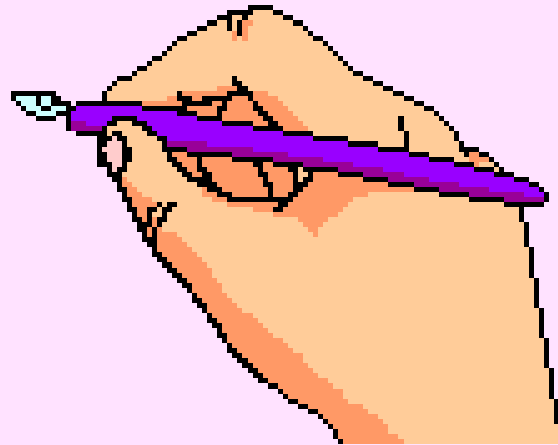


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u_e  flute	e_e  trapeze	ou  mouth	a  acorn	e  equal	i  lion	o  hotel	u  unicorn
ch  chef	ch  Christmas	ir  girl	ue  statue	ue  glue	y  sunny	aw  saw	au  autumn
ow  window	oe  toe	wh  wheel	c  city	g  gem	ph  dolphin	ea  bread	ie  shield
tch  witch	are  bare	ear  pear	ore  core	ew  screw	ew  stew		

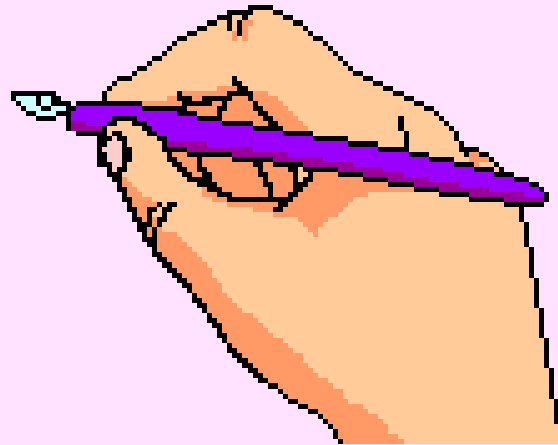
Writing a Recount



A recount is a piece of writing which recalls an event or a visit in the order it happens.



Written in the first person
by using words like:
I, we



Written mainly in the past
tense e.g. I went, We
played, I swam, We bought,
I liked

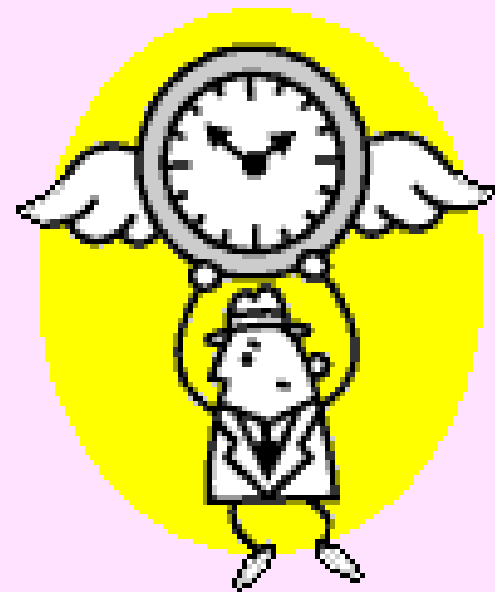
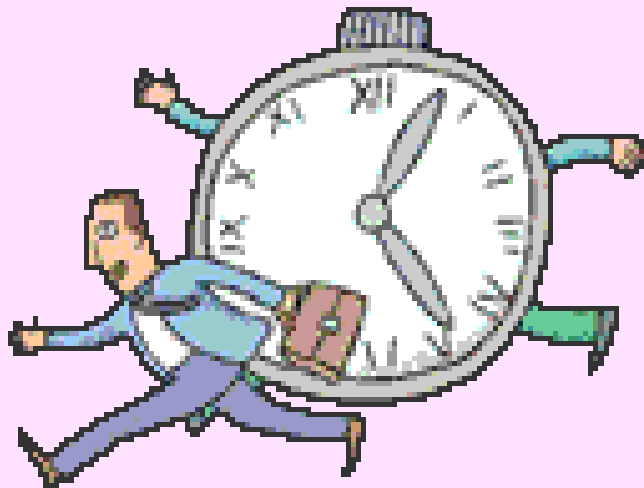


Write things in the
order in which they
happened



Use connecting words and phrases to help the reader e.g.

A few minutes later,
meanwhile, afterwards

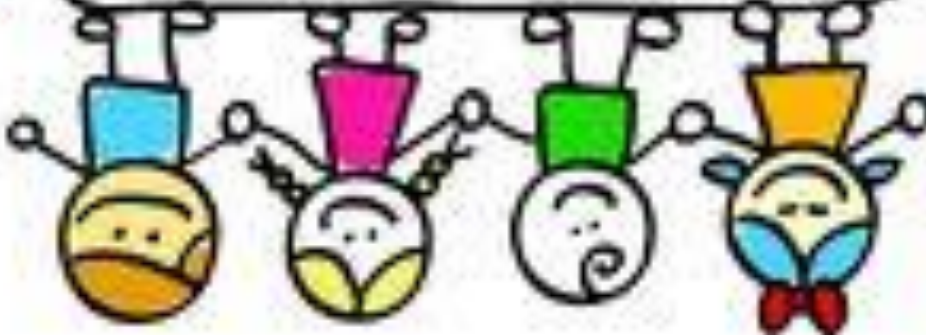
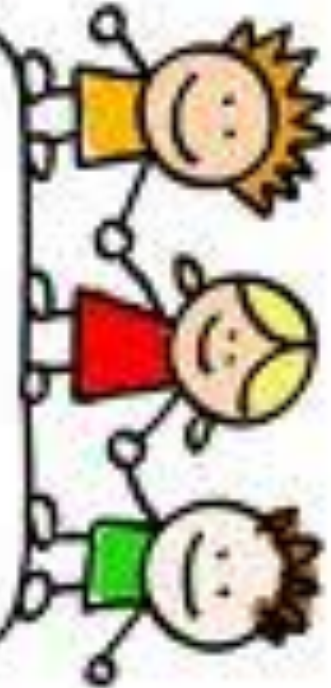
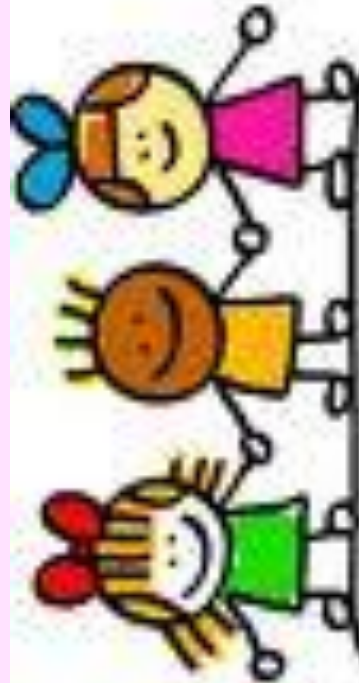


Letter Formation Practice Sheet

a b c d e f g h i

j k l m n o p q r

s t u v w x y z



Now your
children are going
to join us for
some activities.

We are going to practice writing a
recount about your..... .

When

Who

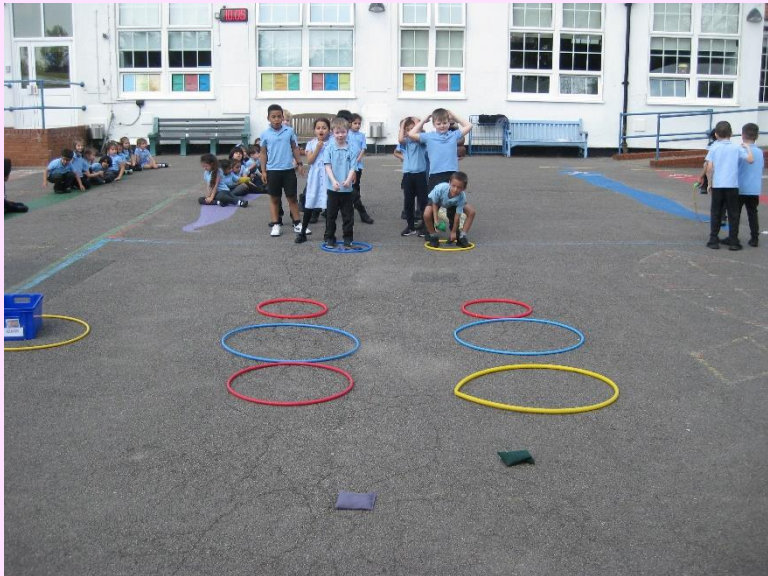
Where

What

Why

I felt

Year One Mini Sports Day.



In your pack you will find a sheet like this:

When

Who

Where

What

Why

I felt

It will help you to write an introduction to your recount.

What did I do?

1.

2.

3.

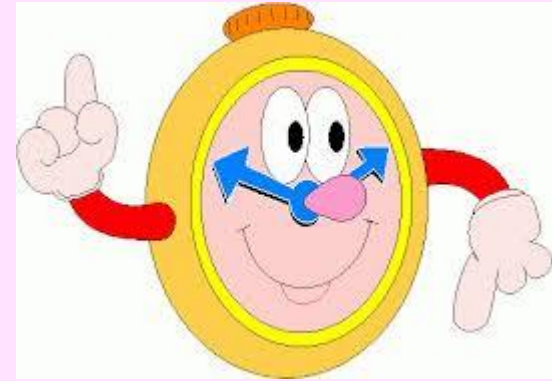


Don't forget to use your time connectives!

Now we will write about what we did - in the order it happened.

Time connectives

- that afternoon
- after a while
- soon afterwards
- the following day
- eventually
- then
- secondly
- next
- after
- first



NOW

**Can you write
your
first sentence?**

Levels 2, 3 and 4 Tricky Word Mat

Level 2

to

the

no

go

I

Level 3

he

she

we

me

be

was

my

you

they

here

all

are

Level 4

said

so

have

like

come

some

were

there

little

one

do

when

out

what



Level 5 Common Exception Words

could	should	would	want	oh	their	Mr	Mrs	love	your
people	looked	called	asked	water	where	who	why	thought	through
work	house	many	laughed	because	different	any	eye	friend	also
once	please	live	coming	Monday	Tuesday	Wednesday	brother	more	before
January	February	April	July	scissors	castle	beautiful	treasure	door	floor
bought	favourite	autumn	gone	know	colour	other	does	talk	two

twinkl.com

Level 6 Common Exception Words

door	floor	bought	favourite	autumn	gone	know	colour	other	does
talk	two	four	eight	world	work	poor	great	break	steak
busy	clothes	whole	listen	build	earth	delicious	fruit	learn	search
famous	shoe	pretty	neighbour	England	tongue	group	country	heart	dangerous
special	enough	aunt	father	prove	improve	hour	move	sure	sugar
half	quarter	straight	touch	caught	daughter	journey	area	heard	early

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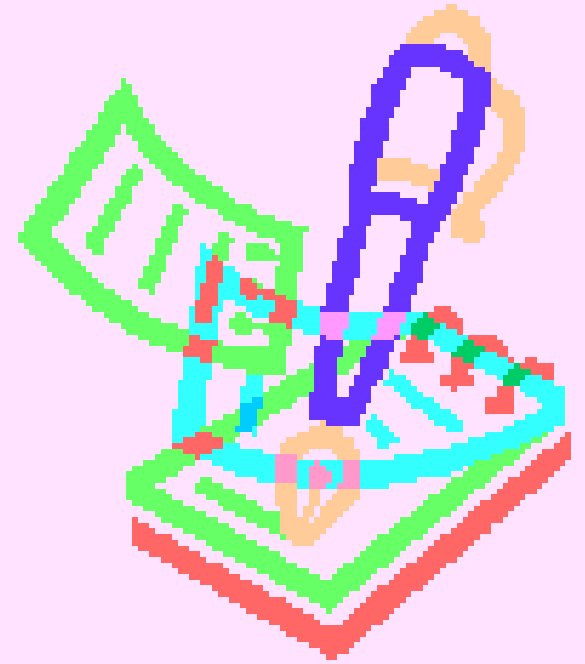
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!

Use amazing
adjectives to
help create a
picture in the
reader's head



Remember to use the prompts in your packs when writing!

Things to remember:

• Time connectives



• Correct punctuation . ? !

• Past tense

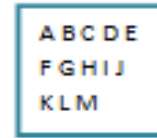
• What you did or saw



• Feelings



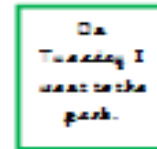
Have you used **full stops**?



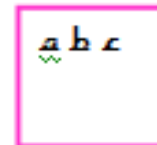
Have you used **capital letters** at the start of your sentences?



Does your sentence have **finger spaces**?



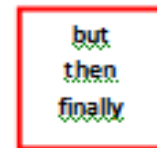
Does your writing **make sense**?



Have you written your **letters correctly**?



Have you used **interesting words**?



Have you used **time connectives**?

What will happen next

Every Friday for the next four weeks we will send home a sheet with the activity we would like you to write about.

Please return the children's books by Tuesday at the latest.

A comment will be made by the class teacher for each piece of writing.

The book will be returned for a final time after the final piece of writing.

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