

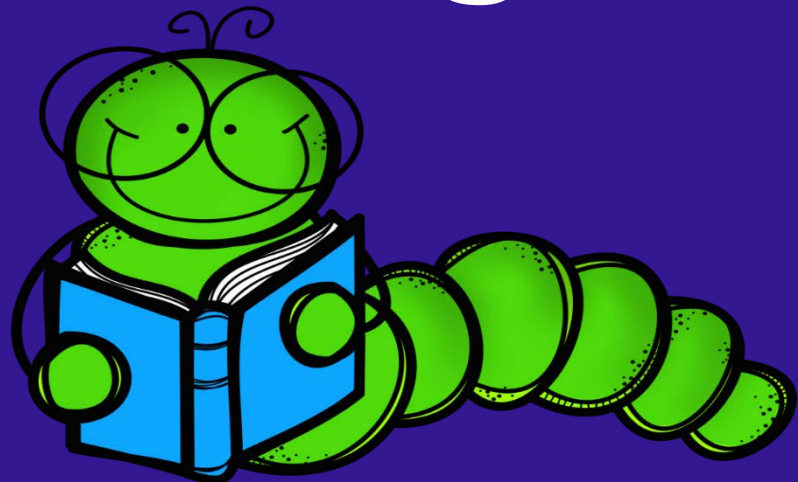
English Department

- Moved towards a text based approach linking all aspects:
 - Reading
 - Spelling
 - Grammar
 - Writing
- We generally start the week by introducing the reading and Learning Journey which are then referred to throughout the week.
- Use of the 'Working Wall'
- We now have more time across the week to develop all aspects of the English Curriculum.

SATs

- ▶ The children will take three tests in English:
 - ▶ Reading
 - ▶ Grammar
 - ▶ Spelling
- ▶ Writing is based on teacher assessment throughout the year.
- ▶ Writing is moderated at end of June.

Helping Your Child With Reading and Writing @ Home!



How to help with reading!

- ▶ Encourage your child to read daily.
- ▶ Encourage them to read a range of texts.
- ▶ They should be able to read the text with 90% accuracy.
- ▶ **Spend time reading with them.**

▶ Effective questioning

- ▶ Retrieve
- ▶ Inference
- ▶ Choice (of the author – vocabulary meaning – impact and effect)

Word Reading

Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of any new words they meet.

Reading Comprehension

Maintain positive attitudes towards reading and understanding of what they read by:

...continuing to read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 Would you have chosen to read this book/play/poem yourself? If not, why not? Now you have read it, have you changed your mind?
 What genre of books does this belong to?
 How does the front cover show that this book is one in a series?
 What type of book is this? Is it like any others you have read?

...reading books that are structured in different ways and reading for a range of purposes
 What does this section of the text tell you about?
 When might someone choose to use this book?
 How is the story/information organised? Why do you think this order /these headings were chosen?
 Why are we reading this text? Does it inform/excite/engage you?

...increasing their familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
 Have you been in a similar situation to the character in this book?
 Why do you think this book is regarded as a 'classic'?
 Where/when is this story/poem set? Does this make a difference to how we read it?
 Which do you prefer; texts set in historical times or in modern times? Why?

...recommending books that they have read to their peers, giving reasons for their choices
 Who is this book aimed at? Do you think it is successful for this audience?
 What made you choose this book?
 Who would you recommend this book to? Why?

...identifying and discussing themes and conventions in and across a wide range of writing
 What is the theme of this book? How does the author create a sense of loss/heroism etc?
 Why does the author consistently use the first person in this diary/autobiography?
 How does the author use metaphor/simile/analogy?
 Can you make a list of features in this text type? Does the author use these features in the way you would expect?

...making comparisons within and across books
 How do these books deal with the same theme? Do the approaches of the authors differ?
 What can you say about the viewpoint of the authors?
 Have you read any other stories which handle time in this way e.g. flashbacks, dreams?

...learning a wider range of poetry by heart
 Looking at the way the poem is organised, how does the form of the poem suit the content?
 Can you find examples of simile/metaphor/alliteration/personification in this poem?
 Which words or phrases particularly stick in your mind?

...preparing poems and plays to read aloud to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
 Some parts of the poem are speech, some are narrative, how can you show the difference between these two features in the way you read aloud/perform?
 Can you describe the characters in the play using one word?
 Could you use this to help you perform their lines effectively?

Understanding what they read by:

...checking that the book makes sense to them, discussing their understanding and exploring the meaning of word in context
 Find an unfamiliar technical word. Consider how it is used in this sentence. What do you think it means?
 Does the structure of the book help you to understand the subject?
 Now that you have read (a section), do you understand why (a character) acted in the way they did?

...asking questions to improve their understanding
 If you could ask the author a question about the text, what would you ask?
 Can you create a quiz about the text for the class?
 Is there a section of the text you don't understand? Could you ask a partner for their thoughts?

...drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 What do you think is going to happen to the main character and how will they feel about this?
 What makes you think this?
 Who would you like to meet in the story? Can you give reasons for your choice?
 Why did (a character) behave in this way? Knowing what you know now, what do you think they were hoping to achieve?

...predicting what might happen from details stated and implied
 Using the front cover, can you make a list of details about what you see? Who is on the cover? Where are they? What is in the background? How might these details give us clues about the content of the book?
 Based on what you know about (a character/event), how do you think the author will develop the story?
 Can you make a list of details to support your idea, using evidence from the text to say whether they are stated or implied?

...identifying how language, structure and presentation contribute to meaning
 Can you list words and phrases which show how the speaker is feeling?
 Can you find a descriptive phrase and consider the effect it has on the reader? Which words create this effect?
 What does... mean? Could you use a more emotive word?
 What about a less emotive word? What effect would this have on the story?
 Do the events happen in time order? If not, why not?
 How is the information organised and presented? Why do you think this order /these headings were chosen?

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

How does the title engage the reader?
 Give examples of words chosen by the author to describe (a character)? Are they effective?
 What impression does the author want the reader to have of this character? How do you know?
 Does the author have a viewpoint on...? How does s/he show this?

Distinguish between statements of fact and opinion

Is it true/false that...?
 How does the author feel about this subject/the theme of this story?
 Is the aim of the text to persuade or to inform? How do you know?
 Which words does the author use to signal that this is opinion, rather than fact?

Retrieve, record and present information from non-fiction

What specific information do you need to retrieve from this text?
 Where would you look for information on...?
 How could you use the contents/index/glossary to help?
 Using the information you have, can you plan a day at the museum/zoo/gallery suitable for (a consumer e.g. wheelchair user)?
 Which is the best location to sit in to watch this play? How do you know?

Participate in discussions about books that are read to them and those that they can read for themselves, building on their own and others' ideas and challenging view courteously

Can you choose a section of the text that you particularly liked?
 Discuss this with your partner; what do they think? Did they choose a different part? Why?

Distinguish between statements of fact and opinion

Can you research this topic/theme independently? How might you structure your research?
 How could you present your findings to the group?
 What sort of presentation techniques would keep your audience engaged?

Provide reasoned justifications for their views

Can you research this topic/theme independently? How might you structure your research?
 How could you present your findings to the group?
 Does your personal experience impact on your view about (a subject)?
 Why might someone else's view differ from your own?

How to help with writing!

- ▶ When writing at home, encourage children to sit at a table properly and in a quiet environment.
- ▶ Basic areas to work on/ check:
 - ▶ Does their work make sense?
 - ▶ Handwriting
 - ▶ Have they punctuated it correctly?
 - ▶ Are they accurate with their spelling?
 - ▶ Are they structuring their writing effectively?
- ▶ Next step:
 - ▶ Varying the starts of their sentences – i.e. *range of adverbials*
 - ▶ Using advanced conjunctions (however, although, moreover)
 - ▶ Paragraphs
- ▶ Challenge:
 - ▶ Varying sentence structures confidently – multi-clause sentences
 - ▶ Advanced punctuation to clarify meaning – colons, semi-colons, dashes

How to help with spelling!

- ▶ Children are now expected to be able to spell some complex words.

New Curriculum Spelling List Years 5 and 6

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition

conscience
conscious
controversy
convenience
correspond
criticise
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass
environment
equip
equipped
equipment
especially
exaggerate
excellent

existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance
identity
immediate
immediately
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous

muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation
queue
recognise
recommend
relevant
restaurant
rhyme

rhythm
sacrifice
secretary
shoulder
signature
sincere
sincerely
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht

How to help with spelling!

- Spelling lists are sent home with a few key words on and a spelling rule explained.
- When learning spellings at home, more emphasis should be placed on the rules and patterns rather than the individual words.
- Little and often is key- 10 minutes a day is better than an hour the night before the test.

How to help with grammar!

- ▶ Word classes- *noun, adjective, adverb, verb, prepositions, determiners, modal verbs, relative pronouns etc..*
- ▶ Apostrophes
- ▶ Finding conjunctions within a sentence
- ▶ Punctuating sentences correctly
- ▶ Finding the main or subordinate clause

The most important thing is repetition.

1

Tick the sentence that must end with a **question mark**.

Tick **one**.

Why he went there was a mystery

What he thinks about the problem is anyone's guess

When are your cousins expected to arrive

How they would get to the match was unclear

1 mark

3

Which sentence uses **capital letters** correctly?

Tick **one**.

We went to manchester for Kajal and Jamal's party.

we went to Manchester for Kajal and Jamal's party.

We went to Manchester for Kajal and Jamal's party.

We went to Manchester for Kajal and Jamal's Party.

1 mark

9

What is the **word class** of the underlined word in the sentence below?

The alarm rang and Jamal immediately jumped out of bed.

Tick **one**.

conjunction

adverb

verb

determiner

1 mark

29

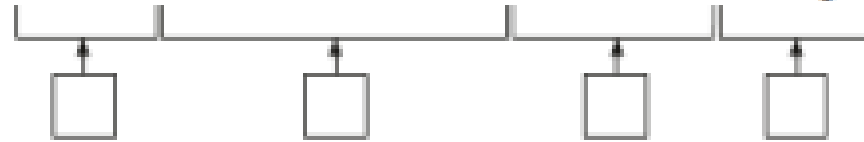
Insert a **pair of commas** in the correct place in the sentence below.

Jenna a very gifted singer won the talent competition
that was held in her local theatre.

1 mark

13

Tick one box to show which part of the sentence is a relative clause.

The table which is made of oak is now black with age.

1 mark

17

Tick one box in each row to show if the underlined clause is a main clause or a subordinate clause.

Sentence	Main clause	Subordinate clause
Billie, <u>who was nine years old</u> , loved to play tennis.		
Billie's mum bought her a tennis racket <u>so that she could play more often</u> .		
Billie could not play tennis with her <u>friend Lana</u> because Lana did not have a racket.		

1 mark



Useful Resources

- ▶ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/244216/English_Glossary.pdf
- ▶ <http://www.bbc.co.uk/bitesize/ks2/>