



St. Lawrence Primary School

La Grande Route de St Laurent
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Reading – Miss McCartney's Group Y5/6B Summer Term 2019

Our approach to Reading/Literacy will be similar to last year, with pupils working in groups according to their ability but as close as possible to their age group.

There will be one block assessments in Reading in RWInc, groups as the first half term is very short. Children will move groups if necessary, with parents being consulted prior to the change.

In my Reading Group (Year 5/6B), the pupils will have a spelling sheet to complete as homework (unless they finish it on Monday in class) which needs to be brought in on Friday. All spellings are based on the individual child's needs, as identified by a test or through marking their work; however, there is a statutory spelling list for each year group and your child will have two spellings each week from this with a spelling challenge week in the second half of the term where the children will be set ten spellings per night to learn from the Statutory Spelling List. We are aware that these spellings may not be suitable for everyone and if a child/parent feels that their child should aim for fewer than 10 correct, then an agreement can be reached – please ask your child to speak to me privately. Explicit grammar lessons are also taught in this session, although most of this knowledge will be learnt through games.

This term, we will also be finishing off our work on structure (using the subject specific vocabulary we've learnt to assess ourselves and others' work), analysing and annotating text, comparing authors, different ways of approaching comprehension style questions, poetry critique, understanding myths and fables and creating our own school magazine, using the skills learnt over the years. We will also be preparing a poem to recite in the leavers' assembly.

Curriculum Areas

Word reading:

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in The English Curriculum Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- Participate in discussions about books that are read to them and those they can read
- for themselves, building on their own and others' ideas and challenging views
- courteously
- Explain and discuss their Understanding of what they have read, including through
- formal presentations and debates, maintaining a focus on the topic and using notes
- where necessary.
- Provide reasoned justifications for their views.
- Distinguish between statements of fact and opinion.
- Retrieve, record and present information from non-fiction.
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied

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

- identifying and discussing themes and conventions in and across a wide range of writing
 - reading books that are structured in different ways and reading for a range of purposes
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

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

- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

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'To develop responsible, independent individuals who have the knowledge and attitudes to be successful in an ever changing world'.





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- learning a wider range of poetry by heart
- identifying and discussing themes and conventions in and across a wide range of writing
- reading books that are structured in different ways and reading for a range of purposes
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (Key Objective)

Understand what they read:

- summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (Key Objective)
- identify how language, structure and presentation contribute to meaning/**mood/atmosphere**
- Show evidence of understanding what they've read by **PEEing** on work (Answer the question by making the Point, find Evidence (quotes) and Explain (using different words from the quote) how the evidence supports their point/answer.

When reading, be able to identify and use:-

- *Endings which sound like /ʃəs/ spelt -cious or -tious
- *Endings which sound like /ʃəl/ (special, partial)
- *Words ending in -ant, -ance/-ancy, -ent, -ence/-ency
- *Words ending in -able and -ible
- Words ending in -ably and -ibly
- *Adding suffixes beginning with vowel letters to words ending in -fer (referred, referring, referral)
- *Use of the hyphen
- *Words with the /i:/ sound spelt ei after c (deceive, ceiling, receive)
- *Words containing the letter-string ough
- *Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. doubt, island, lamb
- application of fluent reading across science and geog. as well as PSHE (non stat guidance)
- reflect on feedback regarding
the quality of their explanations
and contributions to discussions

Should you have any queries, please do not hesitate to come in and see me. Many thanks for your continued support.

Carolyn McCartney.

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