



St. Lawrence Primary School

La Grande Route de St Laurent

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JE3 1NG

Spring 2021 Reading – Miss McCartney’s Group - Y6

Our approach to Reading/Literacy will be similar to last year; however, pupils in Years 3, 4, 5 and 6 will not be out of year group because of government directives regarding Covid 19.

In my Reading Group (Year 6), the pupils will be given a spelling/grammar/sentence structure/etymology sheet on a Tuesday to complete as homework. This needs to be brought in on Friday (I will collect it in during our Writing session). All spellings are based on the individual child’s needs, as identified by a test or through the marking of their work; however, there is a statutory spelling list for each year group and your child will have two spellings per week from this, with a spelling challenge week at the end of the year! Explicit grammar, etymology and sentence structure lessons are also taught in this session.

Our novel for the start of the year will still be War Horse by Michael Morpurgo and we will be studying different genre through this e.g. responding to text, letter writing, balanced arguments and summarising etc. Each term, the class will also learn a poem by heart and will they be recorded reciting it for our assembly. The poem we will be learning is: ‘Shall I Compare Thee to a Summer’s Day?’ By William Shakespeare. My group will also be doing close analysis of excerpts from War Horse in order to promote the understanding of inference and this will be taught through ‘PEEing’ on their work – Point, Example, Explain!

Non Fiction will also be covered (by researching coursework for ‘A Blood Heart’ and children will have a choice of which areas they cover from the Coursework Criteria Sheet (see Target Folders).

In the latter part of the term we will also be reading playscripts and writing newspaper reports.

These are the vocabulary words that we will be focusing on in our Reading Sessions this term. It would be beneficial to talk through these words and phrases and encourage the use of them in everyday life – where appropriate!

foreshadowing
devastating
diminutive
spontaneous
prostrate
intermittent
interspersed
euphoric
gesture
reconciliation
immaculate
excruciatingly

Our Mission:

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





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Below are the statements from the Curriculum for Reading which we will be covering this half term:

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.

Understand what they read by:

- 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
- Summarising longer extracts of text.

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
- learning a wider range of poetry by heart

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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