



St. Lawrence Primary School

La Grande Route de St Laurent
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Reading – Miss McCartney’s Group Y5/6B Spring 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.

Block assessments in Reading are done on a half termly basis post RWInc, Phonics and 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 at the end of the year! Explicit grammar lessons are also taught in this session, although most of this knowledge will be learnt through games.

We will finish off the novel 'War Horse' and then summarise the text in the form of a book review. We will not be learning a poem this term as there was a focus on this last term for the Christmas Show).

Non Fiction will also be covered (by researching coursework for the biology part of the curriculum - Y6 only) and the structure of explanatory/information texts will be explored, with pupils being asked to apply the skills learnt in class last half term to their own writing in the form of information pages.

Reading Curriculum Areas

Word reading:

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), 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
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Our Mission:

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





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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
- 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
- PEEing on work - make a point (answer question), find evidence (a quote) and explain how the quote supports the point.

When reading, pupils should 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
- * suffixes beginning with vowel letters to words ending in -fer (referred, referring, referral)
- * 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

Pupils should also be able to show understanding of text and be able to support those ideas with quotes and explanations as well as use their skills for research and write-up.

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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