



# St. Lawrence Primary School

La Grande Route de St Laurent  
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## Reading – Summer Term 2021

In Y6, in the Summer Term, the pupils will have a spelling sheet to complete as homework (unless they finish it on Tuesday 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 and looking more specifically at non fiction and how it is different in comparison to narrative writing. We will be 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.

Pupils will also read and study the structure of playscripts.

## 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

### **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**
- 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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