



St. Lawrence Primary School

Grande Route de St Laurent
St Lawrence
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Reading – Miss McCartney's Group Y6

Our approach to Reading/Literacy will be similar to last year.

Assessments in Reading are done on a half termly basis in Y6 (5 times per year).

In Y6, the pupils will be given a spelling/grammar/sentence structure/etymology sheet on **a Monday** to complete as homework. This needs to be brought in on **Thursday**. 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 be War Horse by Michael Morpurgo and we will be studying different genre through this e.g. poetry, letter writing, debates, balanced arguments etc. Each term, the class will also learn a poem by heart and will recite it in assembly (we will begin with 'In Flanders' Fields'. Y6 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 APE on their work – ANSWER, PROVE IT, EXPLAIN

Non Fiction will also be covered (by researching coursework for WWII – A Child's War) and children will have a choice of which areas they cover from the Coursework Criteria Sheet (see Unfinished Work Folders or Homework/Target Folder – whichever your child finds it easiest to keep it in!)

Your child will also have chosen a novel or nonfiction book related to WWII. Some of these novels have high level vocabulary and may not suit every child's reading ability; however, as we are focusing on vocabulary expansion and more complex sentence structure, it would be wonderful if you could find the time to read the book with them, or to them, as the language structure and exposure to second and third tier vocabulary will help with their general understanding of text.

Below is a list of the vocabulary that we will be focusing on, linked to this novel and the work that will come from it:

theme

symbolism

redemption

instinctive

intrigued

vengeful

hazardous

vehemently

emblazoned

tarnished

exhilaration

placid

obsidian

ominous

fetlocks

rousing

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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recesses
harrowing
obliterate
exuberance
foreboding
desolate

It would be beneficial to talk through these words and phrases and encourage the use of them in everyday life – where appropriate!

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

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

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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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