

Writing and Reading workshop Year 5 and 6



Supporting your child to achieve their
best...

Monday 9th November
Mrs Heena Mistry



Aims

- Explore expectations in English in years 5 and 6.
- Understand how different elements of English are assessed at Cannon Lane, including progress.
- Ways to support your child in Reading, Writing, Spelling, Grammar and Punctuation.

Warning!

- You will be expected to take part in different activities during this workshop. Be prepared!

Terminology

- Can be overwhelming - so much!
- Important to become familiar with the technical language of English so that it can be used in all subjects.
- Used for impact for different genres.
- Reading - helps to understand why the author has used particular skills and language
- Writing - children become familiar with unfamiliar technical language and soon learn to use them effectively in their own writing.



Matching English terminology activity



Reading at CLPS



- Daily Guided reading sessions - different activities everyday.
- Through exploration of different subjects e.g. reading texts in History, Religious Education to derive meaning.

Reading Expectations Year 5



- Use reading strategies to work out any unfamiliar words;
- Accurately read individual words which might be key to the meaning of a sentence or paragraph thereby improving comprehension;
- Recognise themes in what is read, such as loss or heroism;
- Compare characters, settings, themes and other aspects of what is read.

Reading Expectations – Year 5



- A child understands the conventions of different types of writing such as the use of the first person in writing diaries and autobiographies;
- A child understands some of the technical and other terms needed for discussing what is heard and read such as metaphor, simile, analogy, imagery, style and effect;
- In using non-fiction, a child knows what information is needed to look for before beginning a task and knows how to use contents pages and indexes to locate information and applies these skills across the curriculum independently.

Reading Expectations – Year 6



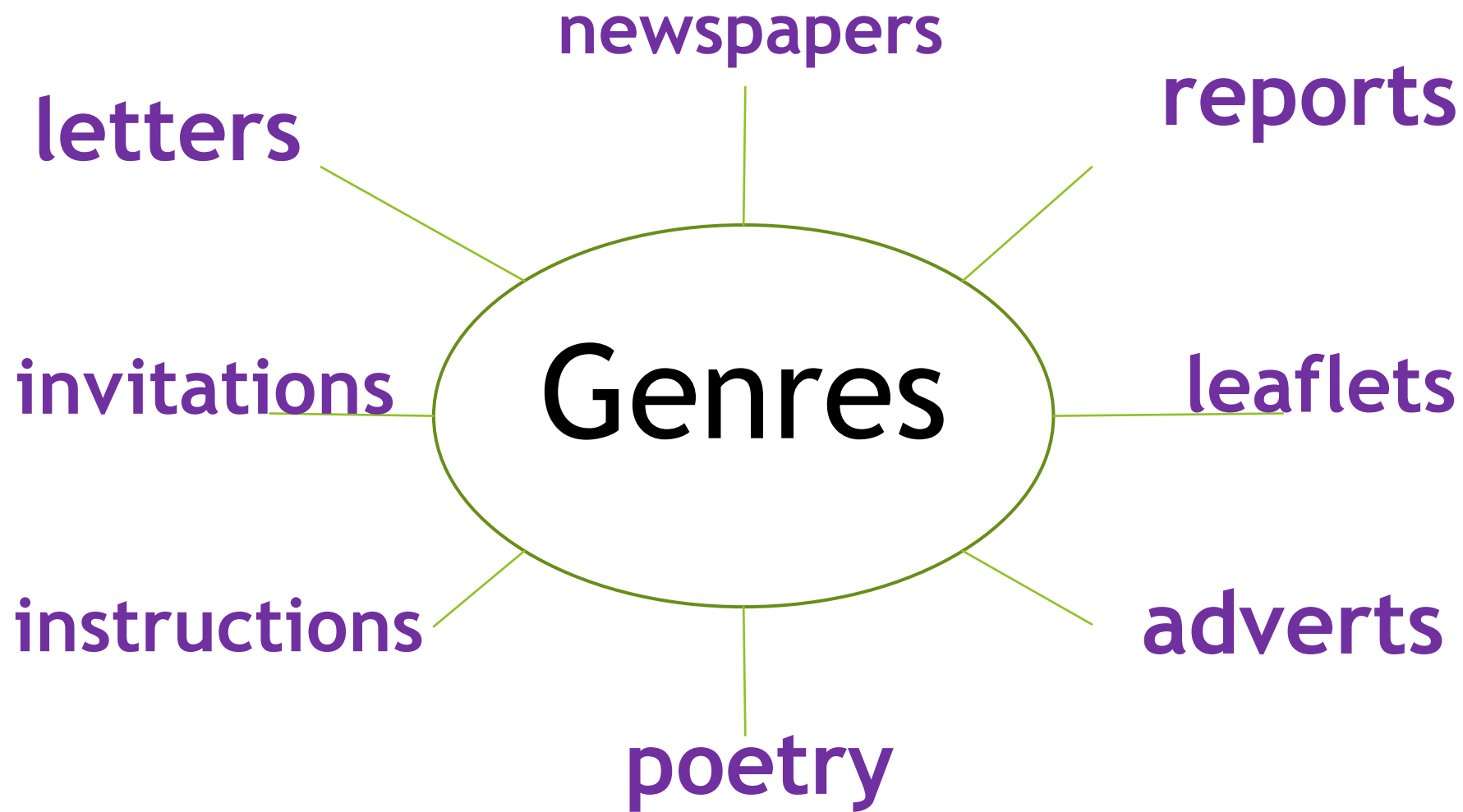
- Discuss the purpose(s) of the language that is read and understand why sentences are constructed as they are;
- Focus on all the letters in a word so they do not, for example, read because they may be more familiar with the first word;
- Accurately read individual words, which might be key to the meaning of a sentence or paragraph, to improve age appropriate comprehension;
- Compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text;
- Reflect on feedback regarding the quality of their explanations and contributions to discussions.

Reading Expectations – Year 6



- Understands the majority of terms they hear and read such as metaphor, simile, analogy, imagery, style and effect;
- Applies the skills of information retrieval e.g. in reading history, geography and science textbooks, and in different contexts such as reading information leaflets or reading a theatre programme or review.

Reading



Reading at home



- **Read regularly - everyday for 20 minutes.**
- **Technology - Kindle, iPad, tablets etc**
- **Read to them-lead by example.**
- **Dads reading with boys.**

Developing reading through comprehension



- Selecting or retrieving information, events or ideas from texts and justifying their answers using evidence;
- Deducing, inferring or interpreting information, events or ideas from texts; ‘reading between the lines.’
- Identifying and commenting on the structure and organization of texts, including grammar and presentation;
- Explaining and commenting on the writers’ use of language, including grammatical and literary features at word and sentence level;
- Identifying and commenting on writers’ purposes and viewpoints, and the overall effect of the text on the reader.

Questions for Comprehension

There are 4 main types of questions

- ▶ Literal - answer is there in the text
- ▶ Deductive - look for clues
- ▶ Inferential - read between the lines
- ▶ Authorial intent - Why does the author use this particular sentence or word?





Reading activity: comprehension questions



‘She had once been a famous athlete, and even now the muscles were still clearly in evidence. You could see them in the bull-neck, in the big shoulders, in the thick arms, in the sinewy wrists and in the powerful legs. Looking at her, you got the feeling that this was someone who would bend iron bars and tear telephone directories in half. Her face, I’m afraid, was neither a thing of beauty nor a joy for ever.’

1. Write down 3 ways her body is described. (Literal)
2. What type of person is she? (Deductive)
3. Why do you think she made sure that remained a strong athlete? (Inference)
4. The author has used listed many things in this text. Why has he done this? (Authors intent)
5. What impact does the embedded clause in the last sentence have on the reader? (Authors intent)

Writing Expectations Year 5



- Structure and organise a range of texts effectively for different purposes e.g. poetry, myths and legends.
- Use knowledge of language gained from stories, plays, poetry, non-fiction and textbooks to support writing;
- Use vocabulary, grammar and punctuation and apply them correctly to examples of real language, such as independent writing
- Write effective descriptions
- Discuss their writing and reading using literary terms.
- Select a handwriting style appropriate to the task, but it must be legible, cursive and fluent.

Writing Expectations Year 6



- Control the structure of sentences in writing and understand their impact on the reader/audience;
- Plan ideas, draft, and re-read a piece of writing to check that the meaning is clear;
- Create and sustain a range of roles, responding appropriately (both verbally and nonverbally), through drama and fictional writing;
- Share and respond thoughtfully to drama and theatre performances;
- Demonstrate a mastery of language through public speaking, performance and debate e.g. writing speeches, persuasive writing, discussions;
- Apply a knowledge of Literary terms, including those to describe grammar, so that they can discuss their writing and reading;
- Draw on their knowledge of phonics to spell correctly.

VCOP



 **ocabulary**

 **onnectives**

 **peners**

 **unctuation**



Writing Starter Activities:

Excuses

Nuisance Nouns

Excuses

Make a list of excuses - the more exaggerated the better. Here are some year 4s in full flight...

‘This morning I was late for school because there was a knock on my door and I opened it to find that the local farmer had just dumped a lorry load of horse manure on my doorstep. I had to dig myself a route to the front gate.’

‘This morning my head teacher was late for school because his Lotus Elan was jammed at the lights when star performers from Sir Serendipity's Travelling Flea Circus had escaped. They had to be hunted down and recaptured before the traffic could move...’



Nuisance Nouns

An abandonment of orphans

A ballet dance of swans

A crush of rhinoceroses

A dose of doctors

An elephant of enormities

A fidget of school children

A glacier of fridges

*Can you continue the alphabetical list of
collective nouns?*



Big Write at CLPS



Examples of genre and features
VCOP, Spelling, Punctuation and Grammar
focus.

Steps to Success

Shared writing/modelling

Planning

Independent Writing

Editing and Improving using marking and
Steps to Success criteria



Big Write Video:

<https://www.youtube.com/watch?v=gWCF-RtefMk>

Writing Examples

Task

- You have 4 pieces of writing. Order the pieces according to its impact on you, the reader.
- Things to look for: effective vocabulary, sentence structure, grammar, punctuation, paragraphs, spelling and how engaging it is to you.

We'll be sharing your reasons...





Writing activity: Uplevellling- The Pond

Spelling, Grammar and Punctuation Expectations Year 5



- Converts nouns or adjectives into verbs using suffixes e.g. 'ly.'
- use adverbs(e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)
- Uses complex connectives to build fluency within a paragraph (eg then, after that, this, firstly)
- Use a range on punctuation including commas to show clauses, exclamation marks, brackets, colons and hyphens.
- Subject verb agreement using singular and plural understanding.

Spelling, Grammar and Punctuation Expectations Year 6



- Uses dictionaries to check the spelling and meaning of words
- Can understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (eg find out -discover; ask for - request; go in - enter)
- Uses the passive voice to affect the presentation of information in a sentence e.g. 'I broke the window in the greenhouse' versus 'The window in the greenhouse was broken (by me)'
- Confident subject verb agreement understanding.
- Use a range of punctuation for effective an impact, including, hyphens, semi colons, brackets, commas for lists and clauses.
- Recognise the structure of sentences: clauses (main, subordinate and embedded.)

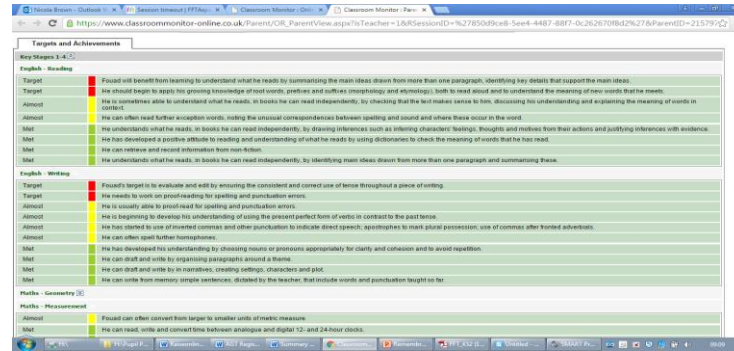


Spelling, Grammar and Punctuation activity

Assessment and Progress in Reading and Writing



➤ Classroom Monitor



- Regular teacher assessments
- Practice papers - Year 6
- Moderation of writing across year groups, phases and external agencies.
- Writing and reading is assessed in all subjects.

Over to you...



Questions

Finally...



Thank you for coming!

Next workshop: January 2016