

ACHIEVING THE STANDARD

Ways to support your child
with their reading and
writing

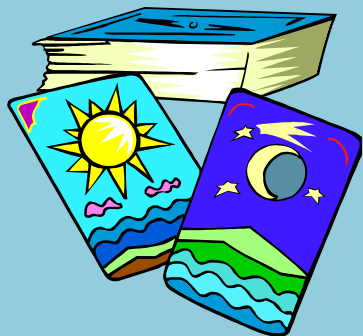


ACHIEVING THE STANDARD

Help you understand how you
can help your child.

Understand what we are doing in
school.

See how this fits into the
national assessment in Year 6.



Reading for pleasure

- A recent study by the Institute of Education found a close correlation between reading for pleasure and improved achievement in maths.
- Another report from the Oxford University Press, highlighted that children who read outside of the classroom are 13 times more likely to have a reading age above expected levels.
- The new curriculum states: Pupils should develop their love of literature through widespread reading for enjoyment’.

Ways to Promote Reading

- Try to make a range of reading material available - books, newspapers and magazines.
- Engage your child in conversation about their reading.
- Read extracts from newspapers and magazines to your child and encourage them to read to you, little and often is most effective, e.g. 15-20 minutes a night.

Ways to Promote Reading

- Suggest book tokens or books as suitable gifts.
- Encourage your child to use the school library and if they are not already members, enrol them in the local library.
- Fake that you love it, be a positive role model, have high expectations, promote a can do attitude and give it a go.

Changes to the English Curriculum

READING

- Children should read widely for pleasure and meaning. They should read and discuss a broad range of genres and texts.
- Recommend books to others.
- Make comparisons within/across books.
- Learn poems by heart.
- Discuss & explain reading, providing reasoned justifications for views. (Presentations)

Outcomes required in reading.

The pupil can:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books.

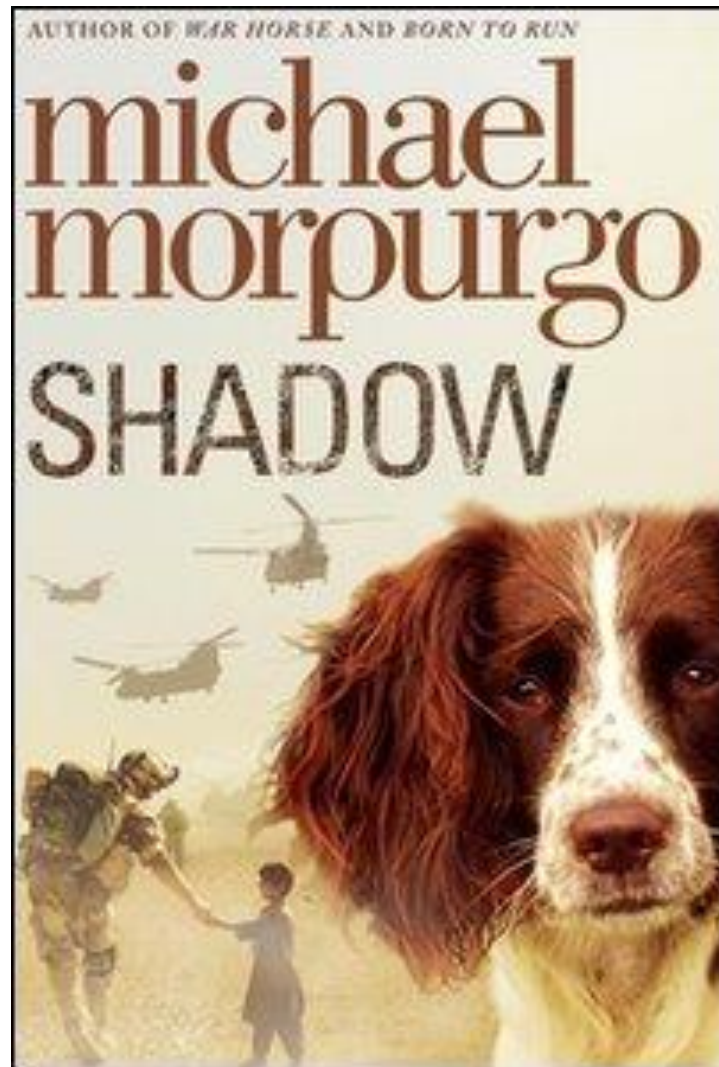
PREDICTING

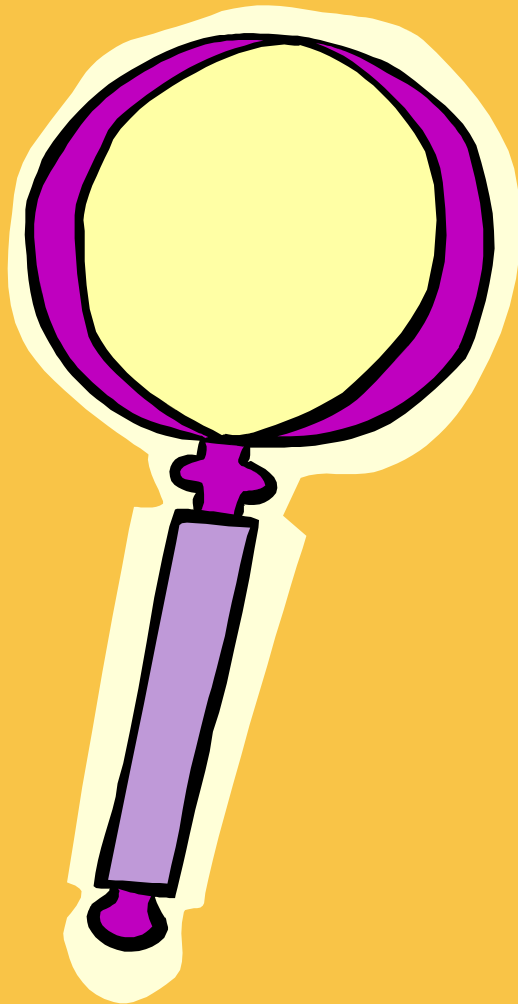
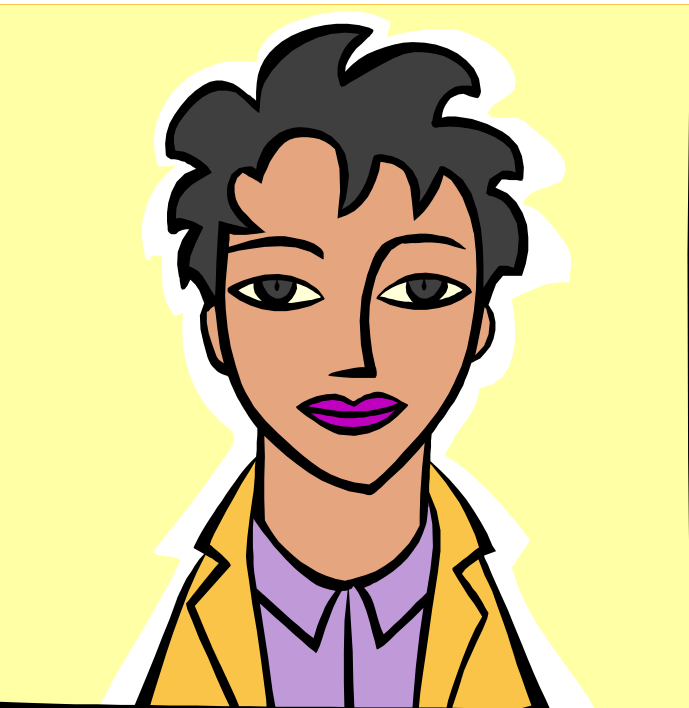


You make informed guesses about
the text.



Never judge a book by its cover.





When someone makes a point that isn't obvious and you have to read 'between the lines' to find the meaning

INFERRING

Billy was howling because his whole day had been spoilt. All his hard work had been broken by the wave. His mother came over to help but she accidentally stepped on the one tower that was left. 'Never mind,' she said, 'let's go back for tea. You can build some more towers tomorrow.'

- How old do you think Billy was?
- Where does this story take place?
- What work has he been doing?
- Why was only one tower left?
- Why is it easy to build one tomorrow?
- Why did Billy stop crying?
- What time of day do you think it was?
- Mum said Billy could build some more towers tomorrow. What does that tell us?

Your turn.

Last year's Y6 reading test.

Text	Retrieve information	Vocabulary	Summarise	Infer	Predict
The Lost Queen.	7,8,10 and 11	1, 2, 4		3, 6, 9a	
Wild Ride.	14, 18	12a		13, 15, 16, 17, 19, 21	20 (3 marks)
The Way of the Dodo.	26, 28	23, 25, 27, 29, 30, 31	33	24, 32	

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GRAMMAR AND SPELLING

A much deeper focus on learning grammar explicitly.

Use expanded noun phrases

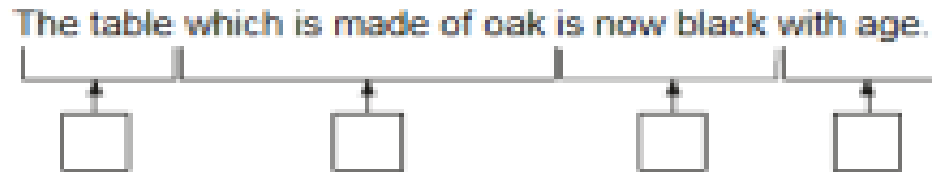
Use modal & passive verbs

Use relative clauses

Use commas for clauses

Use full punctuation

13. Tick one box to show which part of the sentence is a **relative clause**.



22. What does the root struct mean in the word family below?

destruction structure reconstruct

Tick one

break

build

carry

touch

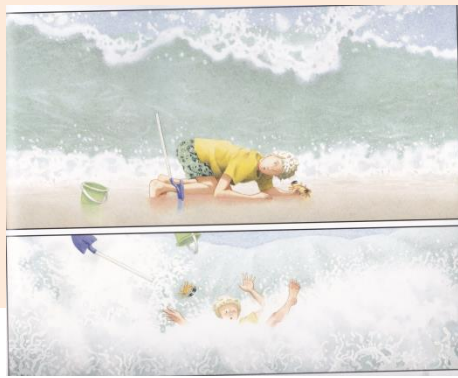
Question types - spelling

- discover
- sleigh
- dissolve
- mission
- delicious
- ominous
- loose
- scent
- drawer
- sign
- illusion
- possession
- country
- re-enter
- gymnastics
- parachute
- edible
- abundance
- posture
- unavoidably

Outcomes required in writing.

The pupil can write for a range of purposes and audiences (including writing a short story):

- Creating atmosphere, and integrating dialogue to convey character and advance the action
- Selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- Using a range of cohesive devices, including adverbials, within and across sentences and paragraphs
- Using passive and modal verbs mostly appropriately
- Using a wide range of clause structures, sometimes varying their position within the sentence
- Using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- Using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- Spelling most words correctly* (years 5 and 6)
- Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.



Writing example.



Then Then out of nowhere he saw a crab, half of his body demanded no and the other half mumbled yes. He decided to go and inspect the crab anyway, even though he was still very antagonised by his parents. Then he finally caught with the crab, he'd never seen anything scuttle so quickly in his life, he bent down to take a good look at the crab to see and spot things he'd never seen ^{on} a crab before, however he was unsuccessful all he saw was a couple of tiny eyes and some black claws. Suddenly an immense wave came up behind him, and crushed the him and the tiny crab. Since the crab is used to living in the water so he was fine, but James was a little shaken and felt a little petrified at first but when he eventually realised that ~~there~~ ^{now} no one was around him he felt a bit better but still a little confused about what actually just happened, but then he discovered a box lying in front of him.

Changes to the English Curriculum

WRITING

Secure spelling, including homophones, prefixes, silent letters, etc.

Use a thesaurus

Legible, fluent handwriting

Select grammar & vocabulary for effect

Changes to the English Curriculum

SPEAKING & LISTENING

More emphasis on performance, presentation and debate.

Gaining, maintaining and monitoring the interest of the listener.