



Year 5 and 6 Literacy Booklet

Dear Parents/Carers,

You may be aware that a new National Curriculum is being taught in schools from September 2014. Children will be taught spoken language, reading (word reading and comprehension, writing (transcription and composition), handwriting and grammar punctuation and spelling. This Bournmoor Primary School booklet gives parents and carers a brief overview of what their child will be taught.

Spoken Language

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

E.g. children will have the opportunity to hone and practise these skills in a variety of ways. The first will be through regular Live Modules through the Active Primary: Wordsmith scheme of work. For example Live Unit: The Great Debate (persuasive writing) where children will present their work in front of an audience. Furthermore, children will have opportunities to read their poetry, take part in drama activities and reading aloud during Guided Reading sessions. In addition, children will be able to take part in debates and drama also through Topic work.

Reading – Word Reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in, both to read aloud and to understand the meaning of new words that they meet.

Reading – Comprehension

Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- 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

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
- 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
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

- distinguishing between statements of fact and opinion
- retrieve, record and present information from non-fiction
- 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.

E.g. children will take part in daily Guided Reading sessions and will read individually. Furthermore, children will take part in regular comprehension activities to enhance their Word Reading skills. In addition, a scheme of peer buddy reading will be piloted. Children will read in literacy lessons and cover a variety of genres. Children will also read aloud as part of literacy lessons, where texts will be used for both comprehension and writing purposes.

Writing – Transcription

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

E.g. children will be taught these skills in "Core Skills" sessions that cover punctuation and language knowledge. They will also be taught regular grammatical lessons through the Active Primary: Wordsmith programme. Children have daily GPS (Grammar, Punctuation and Spelling) activities.

Writing – Composition

Pupils should be taught to plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs

- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

E.g. children will practise composition skills through a variety of topics and genres from the Active Primary: Wordsmith scheme such as narratives, reports and leaflets (please see Curriculum Map). However, teachers will use their discretion and also deviate from this to include other texts as necessary. Children will proof read their work and produce final copies using pen or ICT word processing.

Writing – Vocabulary, Grammar and Punctuation

Pupils should be taught to develop their understanding of the concepts by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4

Indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading.

E.g. children will learn grammatical skills both through the course of their literacy lessons and through the Wordsmith scheme but also through weekly core skills sessions. This will ensure that age appropriate skills are met as well as cementing basic skills and challenging aspirational targets.

Handwriting

Pupils should be taught to write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

E.g. children will take part in regular handwriting sessions (to be determined by the class teacher) and will start to write using pencil. These will be of a level that best suits the individual child such as individual letter formation, joining two letters or words. Children will also ensure that the writing in all books is joined and legible. To encourage and motivate high standards within the school, children whose writing is constantly neat and legible will be awarded a "Bournmoor Primary School Pen Licence" and will then write in pen. The work of children that demonstrates a high level of presentation will also be put on our "Presentation Superstars" display.

Terminology

One of the key focuses in literacy is an increased knowledge of technical vocabulary. Children will be taught to use these words and understand their meaning.

Years	Name	Definition/Will be used	Example
5	Modal verb	Modal verbs are used to change the meaning of other verbs.	The main modal verbs are <i>will, would, can, could, may, might, shall, should, must</i> and <i>ought</i> .
	Relative pronoun	These are used after a noun to make it clear who or what the sentence is referring to.	e.g. The woman <u>who</u> discovered radium.
	Relative clause	A relative clause is a special type of subordinate clause that modifies a noun. It often does this by using a relative pronoun such as <i>who</i> or <i>that</i> to refer back to that noun.	e.g. That's the <u>boy who</u> lives near school. [<i>who</i> refers back to <i>boy</i>]
	Parenthesis/ Bracket	Provides additional information within a sentences.	Mrs Martindale (who loved cakes) taught the English lesson.
	Dash	Dashes provide extra information that is not essential to understanding the sentence. They can also replace comas in sentences.	e.g. My daughter - where has she gone? - would like to meet you.
	Cohesion	A text with cohesion has ideas that fit together well and has clear meaning.	Children use punctuation and conjunctions/connectives to achieve cohesion.
6	Ambiguity	The meaning and purpose of a piece of text/sentence is unclear.	–
	Subject	The subject is the thing or person performing the action in the sentences.	e.g. The <u>teacher</u> attended the meeting.
	Object	The part of a sentence that the subject interacts with. It usually follows the verb.	e.g. The teacher attended the <u>meeting</u> .
	Active	An active verb follow the <u>subject</u> and <u>object</u> pattern. The subject gains greater importance in the sentence.	Active: The school <u>arranged</u> a visit. Passive: A visit <u>was arranged</u> by the school.
	Passive	In a passive sentence, the object gains greater emphasis.	e.g. Our cat got <u>run</u> over by a bus. Active: A bus <u>ran</u> over our cat.
	Synonym	Words that have the same meaning.	Happiness: <i>joy, bliss, contentment, gladness</i> .

Antonym	Words that have the opposite meaning.	e.g. the antonym of happiness is <i>sadness</i> .
Ellipsis	This indicates a missing part of the text or is used as a technique to create suspense.	... e.g. <i>What would happen...?</i>
Hyphen	This joins words together to create a compound word or to indicate a pause.	e.g. <i>multi-task. sugar-free, fair-haired</i>
Colon	This is used to introduce a list or topic.	: e.g. <i>The children in Writing Club are: Anna, Michael, Paul and Stacey.</i>
Semi-colon	This is used in place of a conjunction i.e. join two sentences together and also to indicate separation in a longer list.	; e.g. <i>The sun shone brightly; the golden rays stroking my face.</i> e.g. <i>My favourite fruits are: delicious and ripe strawberries; some plump and juicy orange peaches and the tropical spikey pineapple.</i>
Bullet points	Use in a list to indicate separate elements.	To make a cake you will need: <ul style="list-style-type: none"> • 100g flour • 50g butter • 100g sugar

Spelling List

This is a list of the spellings that your child/ren will be required to use and learn during Year 5 and 6. They will also continue to use and build upon their knowledge of spellings learnt in Years 3 and 4.

accommodate	criticise (critic + ise)	individual	relevant
accompany	curiosity	interfere	restaurant
according	definite	interrupt	rhyme
achieve	desperate	language	rhythm
aggressive	determined	leisure	sacrifice
amateur	develop	lightning	secretary
ancient	dictionary	marvellous	shoulder
apparent	disastrous	mischievous	signature
appreciate	embarrass	muscle	sincere(ly)
attached	environment	necessary	soldier
available	equip (-ped, - ment)	neighbour	stomach
average	especially	nuisance	sufficient
awkward	exaggerate	occupy	suggest
bargain	excellent	occur	symbol
bruise	existence	opportunity	system
category	explanation	parliament	temperature
cemetery	familiar	persuade	thorough
committee	foreign	physical	twelfth
communicate	forty	prejudice	variety
community	frequently	privilege	vegetable
competition	government	profession	vehicle
conscience*	guarantee	programme	yacht
conscious*	harass	pronunciation	
controversy	hindrance	queue	
convenience	identity	recognise	
correspond	immediate(ly)	recommend	



How can you help?

There are lots of ways that you can help your child to improve their English skills. Here are just a few suggestions:

- Please encourage your child to read as much as possible. This can be absolutely anything: books, newspapers, food labels or even road signs! If they are unsure of the words ask them to "sound it out."
- If possible, after reading your child's home reader, write a comment in their reading book. This helps teachers to keep up to date with your child's progress.
- Encourage your child to use the school library as often as possible (please note that they can only take one book home at a time.)
- Help your child to learn and use the spellings on their spelling lists.
- Encourage your child to complete their homework to the best of their ability.
- Ask the teachers about questions that you may have. They are happy to help.

If you have any queries regarding the above or would like any further information please do not hesitate to contact me.

Kind Regards,

Miss Knox

Literacy Co-ordinator

Bournmoor Primary School