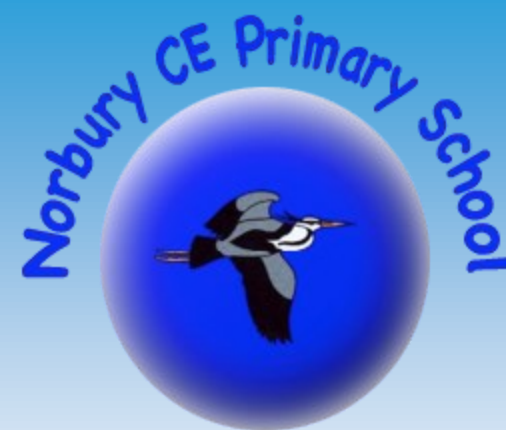


### How Can You Help at Home?

1. Talk to your child about the books they are reading. Ask open ended question like, who, what, where, when and why.
2. Talk about the feelings of characters. Why have they acted in this way? Where is the book set? Do you like this book? Could you think of another title for this book?
3. Your child should be reading to you or by themselves at least three times a week at home. It is important that year 5 and 6 pupils build up stamina so that they can complete the text in their reading test at the end of KS2.
4. Practise spelling unusual words, for example, government, privilege, vegetable, yacht, queue, recognise, neighbour.
5. Give rewards and praise for effort.
6. Once root words are learnt longer words can be spelt correctly
7. Encourage children to copy good ideas from the books they have read, we call this 'magpie an idea.'
8. To improve writing and vocabulary read more .
9. Give your child a challenge, for example, Do you agree with school uniform? Explain how to make an bacon butty. Quickly, she ran, hoping she could outrun the ghostly figure... [complete the story]

### Popular Books To Read

1. Watership Down by Richard Adams
2. Wolves of Willoughby Chase by Joan Aiken
3. A Christmas Carol by Charles Dickens
4. The Wind in the Willows by Kenneth Grahame
5. Harry Potter series by JKRowling
6. The Story of Tracy Beaker by Jacqueline Wilson
7. The Adventures of Tintin by Herge
8. Clockwork by Phillip Pullman
9. Skellig by David Almond
10. Anne Frank by Otto H Frank
11. The Borrowers by Mary Norton
12. When Hitler stole Pink Rabbit by Judith Kerr
13. Dragon Keeper by Carole Wilkinson



# *Literacy*

## *Years 5 / 6*

*“Bringing  
out the best  
in your child”*

## Reading

### Word Reading

- At this stage pupils are expected to be able to read aloud a wide range of poetry and books at an age appropriate level [ our book bands our.; dark blue / purple / black]
- Pupils should use appropriate intonation when reading aloud.
- Apply their growing knowledge of root words, prefixes and suffixes, for example



Prefix                      Root word                      Suffix

### Comprehension

- Discuss a wide range of fiction, poetry, plays, non-fiction, reference and text books.
- Increase familiarity with myths, legends, traditional stories, modern fiction, fiction from British literacy heritage [classics] and books from other cultures and traditions.
- Identify themes [love, adventure, fantasy, loss, heroism etc.]
- Drawing inferences such a character's feelings, thoughts and motives.

- Distinguish between statements of fact and opinion.

- Compare characters

- Learn the conventions of different types of writing, for example, diaries, autobiographies, biographies, discussion, persuasion, information.
- Pupils should be able to identify metaphors, similes, analogy, imagery, style and effect..

## Writing

### Transcription / Spelling

- Use further prefixes and suffixes and understand the guidance for adding them.
- Spell words with 'silent' letters, for example, knight, psalm, solemn]
- Use the first three or four letters of a word to check meaning in a dictionary.
  - Use a thesaurus.

### Handwriting

- Writing in pen if necessary
- Increase speed of joined up writing
- Pupils should be clear about what standard of writing is appropriate for a task, for example, quick notes, or a final version.
- Using an un-joined style for labels, email addresses or filling in forms.

## Composition

- Identifying an audience
- Developing character and theme
- Draft cohesive paragraphs based on an idea, theme, character or setting.
- Proof reading and précising own work.

### Vocabulary, Grammar and Punctuation

- Year 5 - SPAG Terminology = converting nouns or adjectives into verbs, for example, intense = intensify: Relative clauses, Modal verbs, for example, might, should, will , must.: Cohesion within a paragraph, adverbials, brackets, dashes, commas, modal verbs, relative pronouns, relative clauses, parenthesis.
- Year 6 - SPAG Terminology = informal and formal speech, synonyms and antonyms, passive sentences, subjunctive forms, cohesive devices, repetition, adverbials, ellipsis, semi colon, colon, hyphens, subject, object, active, passive.

Pupils are expected to:

- ⇒ recognise and use passive verbs to affect the presentation of information.
- ⇒ recognise and use the perfect form of verbs to mark the relationship of time and cause.
- ⇒ expand noun phrases [using adjectives for description
- ⇒ use relative clauses beginning with who, where, when, whose, which, whose or that.
- ⇒ Use modal verbs or adverbs to indicate possibility
- ⇒ Recognise structures that are appropriate for formal speech and writing, including subjunctive forms.