

Literacy

Teaching and Learning

As a core subject, children will be timetabled at least an hour of English each day. This can include a combination of its different elements: reading, writing, speaking and listening and for our younger children, phonics through RWI. Within writing, some of the tasks could be based upon SPaG (Spelling, Punctuation and Grammar) or handwriting. Within each week, there will also be opportunities to write in further detail, exploring different genres. Reading can include comprehension activities, or reading using our online programmes or simply a book at home.

Book literacy is something we are keen to promote. This involves studying a text, then producing written work based on the themes or characters within that text. This gives children the chance to develop both reading skills (such as inference and understanding vocabulary) and writing ability, including use of the author's ideas to improve their own writing.

Key Stage 2 classes are timetabled to have English Teams lessons as part of their weekly delivery. This is an opportunity for teaching staff to model, answer questions, lead discussions and establish expectations. Some English work, particularly comprehension tasks, will sometimes be marked together during Teams meetings. Weekly spelling tests will also be completed as part of the meetings, with scores taken. Teachers will feedback as regularly as possible through emails, Marvellous Me messages and discussions within Teams meetings.

At KS2 level, it is important to understand that simply 'completing a task' will not necessarily lead to praise. With most things, 'all practice is good practice', but this is not the case in writing. The aim is for quality over quantity. We don't want children to get into bad habits in terms of their handwriting, punctuation and basic grammar. If a piece of writing is not up to standard, this will be fed back. It is crucial that children do their best and take pride in their work. All written work should be completed in English books, on lined paper or typed on a computer.

In Key Stage 1, there is still a big emphasis on RWI and developing key skills in literacy. Your tasks will often be explained or demonstrated through websites and videos. Feedback will be in the form of emails, Marvellous Me messages or through weekly phone calls. There are no daily Teams meetings in KS1, but there is a weekly opportunity to join in school groups to listen to a story. This is also a chance to ask any questions.

Main focus of study for each class

Class	Topic
1	Sentence and Story Writing
2	Book Literacy - The Worst Witch
3	Book Literacy - World's Worst Teachers
4	Book Literacy - Charlie and the Chocolate Factory
5	Book Literacy - Wonder
6	Book Literacy - Journey to Jo'Burg

In addition to this, RWI, comprehensions, SPaG and handwriting lessons will remain part of the weekly routines.

Classes 5 and 6 have access to Reading Plus; KS1 and Reception class all have Reading Plus logins.

Key Websites

Good websites for stories:

<https://www.bbc.co.uk/cbeebies/stories>

<https://www.freechildrenstories.com/>

<https://www.worldofdavidwalliams.com/>

Reading Plus (y5/6 - 3 x 30 minute slots weekly)

<https://student.readingplus.com/seereader/api/sec/login>

Username and password needed, as well as the site code - rpstjoh9

Reading Planet (KS1)

<https://my.risingstars-uk.com/Default.aspx?ReturnUrl=%2f>

Username and password needed, as well as the Centre ID - 200243

<https://www.spag.com/> To be used as directed by class teachers.

<https://www.theschoolrun.com/primary-grammar-glossary-for-parents> - Grammar terminology definitions

<https://www.northroadprimaryschool.co.uk/wp-content/uploads/2017/01/Glossary-of-Grammar-Terms-Year-6.pdf> - Grammar definitions with examples

https://www.readingrockets.org/strategies/reciprocal_teaching - Reciprocal Reading explained

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf - National Curriculum Spelling document - y3/4 list on p16 and y5/6 list on p23

<http://fdslive.oup.com/www.oup.com/oxed/primary/literacy/Nelson-Handwriting-Lesson-2020.pdf?region=uk> - Free handwriting resource to try, using the Nelson style we use at school.

Other useful websites to provide resources:

<https://www.bbc.co.uk/teach>

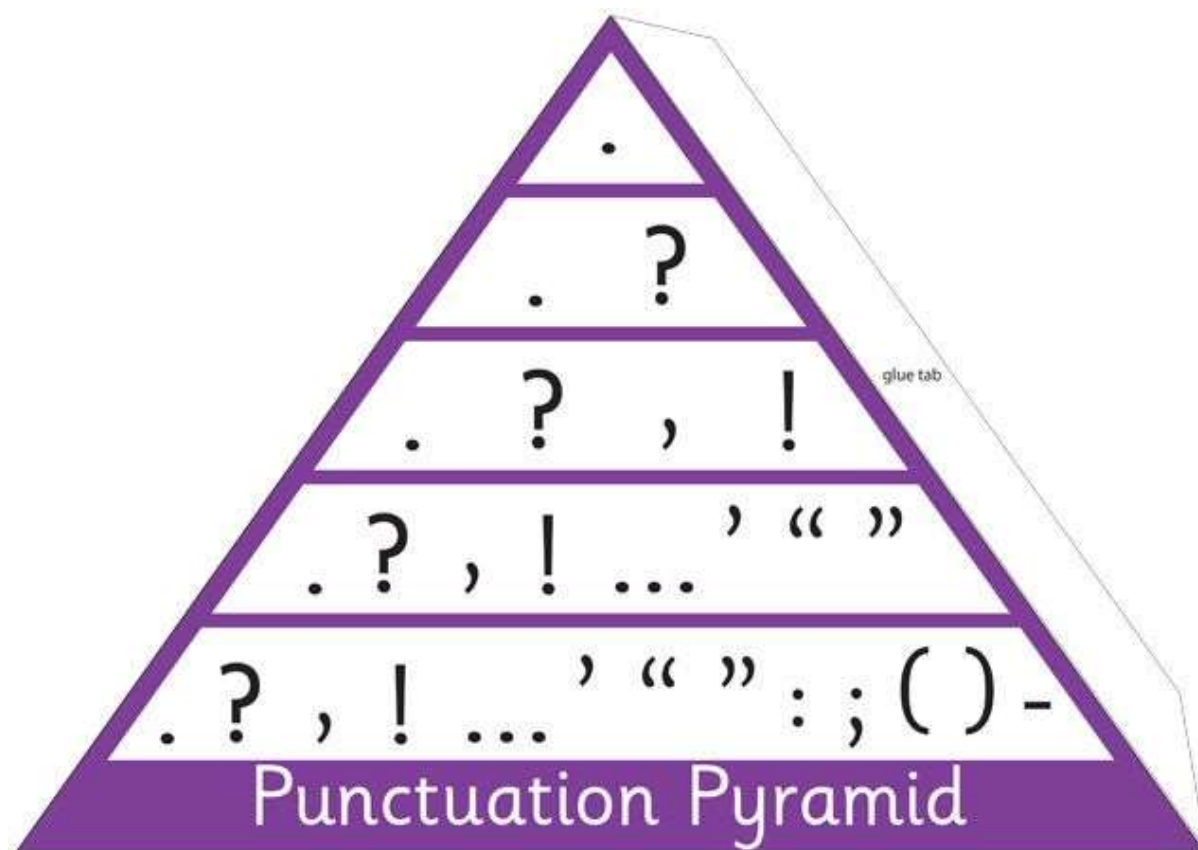
<https://www.bbc.co.uk/bitesize>

<https://www.thenational.academy/>

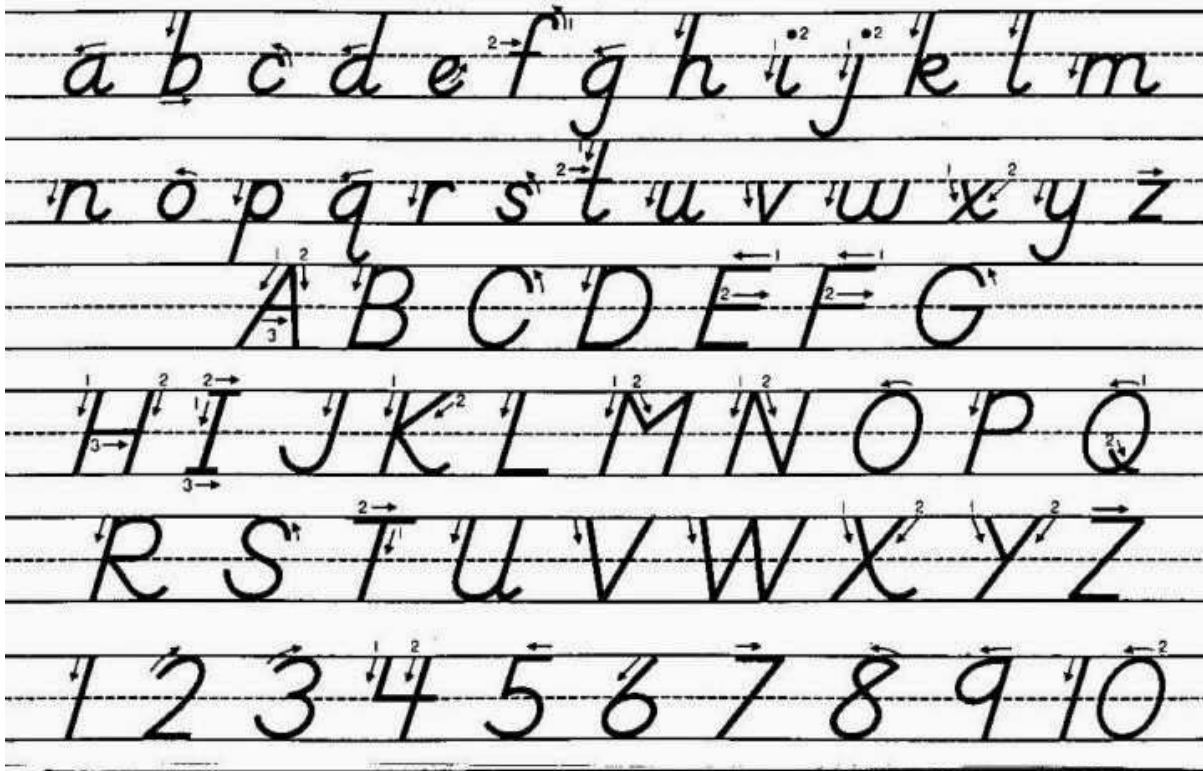
<https://www.primaryresources.co.uk/english/english.htm>

Other Useful Resources

These may help you to support your child with their home learning:



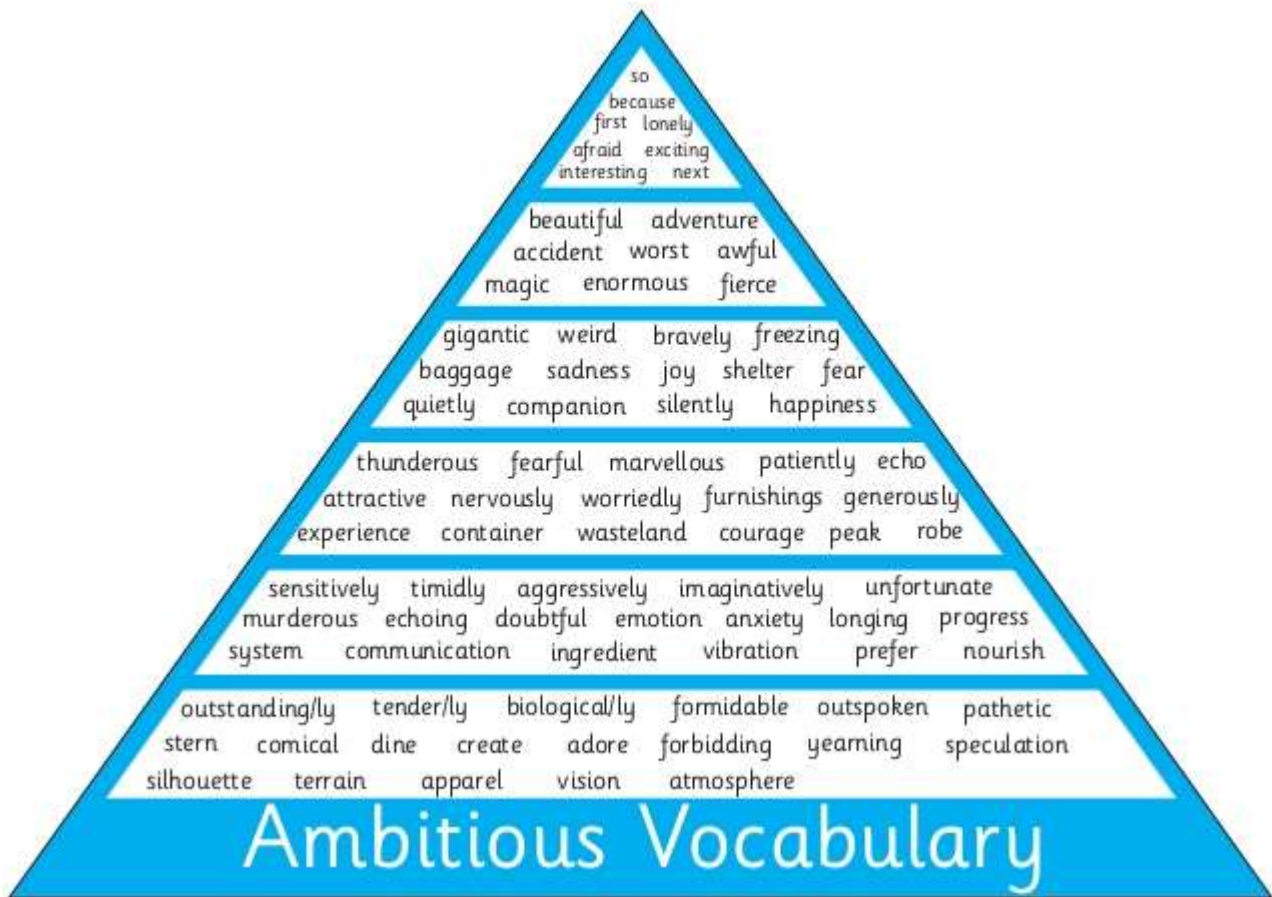
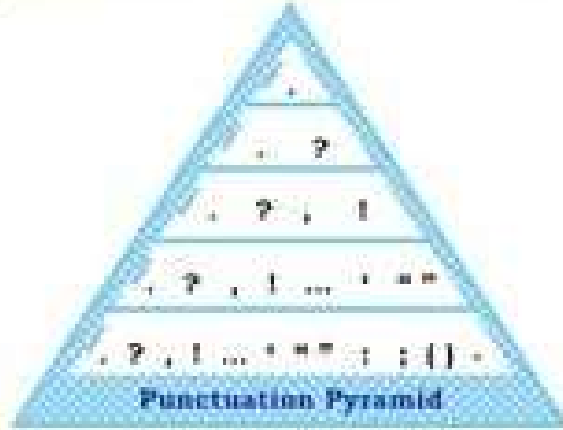
This shows the sort of punctuation your child should be able to use, starting with y1 at the top, then working down through the year groups.



A guide to handwriting letter formation.

<h3>The Boss</h3> <p>Make sure the message is clear. Keep your group quiet. Remember everyone should have their own job. Extend on the text. Class anyone need help or encouragement?</p>  <p>Look for clues in everyone's presentation</p> <p>Remember all the characters are working together</p>	<h3>The Predictor</h3> <p>I see... I predict... I imagine... I suppose... I believe it...</p>  <p>Look for clues in the instructions</p> <p>Remember you can change your mind as you go</p>
<h3>The Questioner</h3> <p>Ask questions about the text. Clarify all the characters. How does the character change?</p> <p>SAKEE... SAHEM... SAPOU... SANEH... SAHEM... SAHEM...</p>  <p>Look for clues about what they are trying to understand</p> <p>Remember you can change your mind as you go</p>	<h3>The Clarifier</h3> <p>There is a word I cannot read. I do not understand the sentence. I am confused by the part... Some ideas others may have missed from... Do you mind if another character like this...</p>  <p>Look for clues</p>
<h3>The Summariser</h3> <p>Point what you have made your team write. The main idea... The problem was... The story takes place in... The text is... The main characters... The conclusion is... (and, then, next, last...)</p>  <p>Clues Important information only</p> <p>Remember you can change your mind as you go</p>	<h3>Reciprocal Reading</h3> <p>The Boss The Predictor The Questioner The Clarifier The Summariser</p> <p>Each character has a role to play in the group. They can help each other to understand the text. They can also help each other to remember what they have read. They can also help each other to think about the text. They can also help each other to enjoy the text.</p> 

Reading Rangers roles in order to help you discuss reading at home.



More tools to help your child improve their writing - these can all be found online too.

How will I know that my child is doing well?

In terms of reading, encourage your child to read aloud where possible. Reading together is extremely valuable. When discussing the text, use the Reading Ranger tools of questioning, predicting, summarising and clarifying in order to establish understanding of the text. This is far more beneficial than re-telling the whole thing.

For writing, less is often more. Producing quality writing is far more important than writing lots without much quality or purpose. Remind your children of expectations - think about handwriting, spelling and punctuation. Try to use ambitious vocabulary where possible. Take (or magpie) ideas from authors or texts to use in your own writing. Often, talking through or planning written work is really helpful.

The key is to keep the children motivated. This balance, particularly when working at home can be tricky. Short bursts of work, showing good concentration is ideal. We can only do our best!

Examples of Work

These will give you a good idea of the type and standard of work produced across the different age groups, starting with y1 and working through to y6.



Friday 18th January

looked

cast

tallest

smallest

looked

prettiest

ugliest

Shout

greatest

brightest

can

for

The grass was the tallest

A frog is the smallest

The butterfly is the prettiest you have ever seen!

The troll is the ugliest creature in the world.

The lion is the greatest animal

The star is the brightest in the sky.

The colors in
a rainbow

Like fluffy clouds

Hot chocolate

A hug

When I mix my bag of joy
I make my mummy

She brings me joy because she
loves me

- Running on the spot
1. When pushing - make sure your back straight back.
 2. Touch your head.
 3. When doing jumping jacks.
Jacks to make lunging harder to jump!
 4. Make sure you do nice far punches.
 5. Stretch your legs when doing squats.

1. On a Monday, I done some yoga and mum and sister joined in.
2. On Tuesday, I took a walk and bought a bear toy.
3. On ~~Tuesday~~ Wednesday, He Hatched - Joe likes and enjoyed the exact sides.
4. On Thursday, He went for a job and bought some more drinks with his.
5. On Friday, He went all day football, after he were very tired.

Miss Baker and Cam offered to help in the kitchen because the school cook was ill. Then another lady came to help too. Her name was Philippa. Cam thought that Philippa isn't a real person. Cam turned into a grey rat to test Philippa. Philippa was a robot who is a spy. They used a giant magnet to catch her. Then they have to tidy up in the school kitchen and after that they can celebrate their triumph over the spy.

Dev

C. Obara's 56-leaf clover can bring him a lot of good luck and Guinness World Record.
Go for Gold!

a. Obara find in 1951 four-leaf clovers.

b. We know that Obara loves growing clovers because he look after and mixed them in his garden many year.

c. Obara had to stick number tabs on the leaves because he need count them all for Guinness World Records.

My favourites Guinness World Records

- Fastest car - Andy Green
- most times climb Everest - K&L Sherpa.

Adding the suffix -ion

Speed spell

Write the **Speed spell** words.

a attraction b concentration c explanation
 d partition e construction f location

Circle any errors. Write the corrected spellings in your Log Book.

Spelling zone



1 Take turns to read the rules.

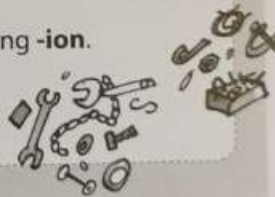
We can add **-ion** to some root words to make a verb into a noun. If the root word ends in **t**, just add **-ion** to make **-tion**.

act + **ion** **action** collect + **ion** **collection**
 invent + **ion** **invention** inject + **ion** **injection**

The new ending sounds like *shun*.

If the root word ends in **te**, **drop** the **e** before adding **-ion**.

hesitate + **ion** **hesitation**
 exaggerate + **ion** **exaggeration**



2 Change each verb into a noun ending in **-tion**.

construct	construction
invent	invention
concentrate	concentration
locate	location



DRAGON BREATH?

1. He was not happy because he couldn't breathe fire.
2. Sniffing is when you don't put your feet up the ground you just do it.
3. I can tell Vera is very healthy because in the start, it said she just returned from the daily jog.
4. Snap wanted to breathe fire because every dragon breathes fire.
5. Because Snap kept on sniffing like he was about to water cry.
6. Because Snap's dragon tears stained the carpet.
7. I would say hey! cheer up you will burn on today.



Answer in sentences.

Why was Snap unhappy? (2 marks)

"Snap shuffled into the kitchen." (line 2). How do you walk if you shuffle? (2 marks)

What two things do you learn about Vera that make you think she liked to be fit and healthy? (2 marks)

Why did Snap want to breathe fire? (1 mark)

What two signs always showed that Snap was going to cry? (2 marks)

Why did Vera not want Snap to cry? (2 marks)

If you were Vera, what would you say to cheer Snap up? (4 marks)

Bulletpoints

15th January 2021

- put capital letters at the start of every sentence and names
- Full stops at the beginning of every sentence.
- put punctuation in the right places.

Dear Mrs Grubham,

I am writing to you today because class 4 have worked so hard this term and wonder if you would consider giving us a treat.

Class 4 would love a pet, something where we can take turns in feeding it each day.

It would also learn us to care and to work as a team. We could all take turns ~~to~~ and would make us very happy.

I have researched that pets can relieve stress and I am sure you would want us to be happy and stress free. As you are a fabulous head teacher, I am sure you would have time to consider this. Thank you for taking your time to read this letter.

yours
Scarley

Coby Cullyield

Should Homework be banned?

Over the years, there has been many arguments for and against homework being banned. Due to the amount of arguments this has caused it has been brought to my attention that I should be writing this for and against debate. Read on to see some for and against arguments!

Many children find homework stressful but on the other-hand teachers believe homework has a positive impact on the progress children make in lessons in addition to this it is practise for children to remember things that they have learnt in school.

Studies have shown that some children are receiving too much homework in which case is causing unnecessary stress in contrast homework is given to increase independence. Many parents argue that having homework cuts down time spent with family. But on the flip side research has shown that the time pupils spend in school is not enough so therefore we need homework.

In conclusion, I think it is clear that there are many benefits to homework but there are also some bad things about homework. My personal opinion is that homework should be banned because it helps many children in and out of school.

I can write a balanced argument

Over some year's there has been a debate if homework should be banned.

Many people believe that homework can be easier with the research on the internet. On the flip side some children don't have access to the internet. Due to the teachers; homework has a good impact on our education.

Research has found that children have been receiving too much homework, leading to sleep deprivation. On the other hand teachers believe that homework helps them track the progress of their pupils, which enables them to fill gaps in learning.

It is well known that homework can be easy and fun if you have the right support at home. On the other hand some children don't have that support.

In conclusion, it is clear that there are many arguments for and against homework being banned and opinions will always be different. I personally believe that homework shouldn't be banned because it is good for our education.

Monday 11th January

Journey to Jo'burg

Naledi has an ill baby sister and Naledi and her brother walk 300km to Johannesburg to save their baby sister.

I think they face people being rude because of their race. I also think that they will starve because they don't have enough food.

Apartheid means when black and white people get separated. It also means when black people aren't treated fairly.

I would travel 300km because they are my family and they only get to live once and I want them to have a happy life.

accommodate	accommodate	accommodate	accommodate	accommodate
accompany	accompany	accompany	accompany	accompany
according	according	according	according	according
achieve	achieve	achieve	achieve	achieve
aggressive	aggressive	aggressive	aggressive	aggressive
amateur	amateur	amateur	amateur	amateur
ancient	ancient	ancient	ancient	ancient
apparent	apparent	apparent	apparent	apparent
appreciate	appreciate	appreciate	appreciate	appreciate
attached	attached	attached	attached	attached
available	available	available	available	available
average	average	average	average	average
awkward	awkward	awkward	awkward	awkward
bargain	bargain	bargain	bargain	bargain
bruise	bruise	bruise	bruise	bruise
category	category	category	category	category
cemetery	cemetery	cemetery	cemetery	cemetery
committee	committee	committee	committee	committee
communicate	communicate	communicate	communicate	communicate
community	community	community	community	community

Romeo and Juliet Summary

1. The Montague and Capulet families lived in Verona, Italy. They were rival, rich families who hated each other, regularly fighting. Romeo was a Montague, who attended a Capulet party in disguise, after encouragement from his friends and cousins, Benvolio and Mercutio.
2. Romeo was in love with Roseline, who unfortunately wasn't interested in him. However, at the party, Romeo instantly fell in love with another girl, although he didn't know who she was.
3. Tibalt, a Capulet, recognised Romeo's voice and instantly looked to cause trouble. Following a quick scuffle, the head of the Capulets split them up. Both were allowed to stay. Romeo therefore, got to know Juliet at the party. They fell in love with each other.
4. Romeo visited Juliet, despite the dangers. They decided to get married the next day, and did so with the help of their friend Friar Lawrence. Romeo snuck back to Juliet's again and only began to return home at dawn.
5. Romeo goes to celebrate his marriage with his friends - but gets into a fight with Juliet's cousin on his way. Tybalt kills Mercutio and Romeo avenges his death by killing Tybalt.
6. The prince banishes Romeo because he killed Tybalt, both Juliet and Romeo were devastated, Juliet's father decides she should marry Paris, but she went to Friar Laurence where they came up with a plan for the couple to be together again.
7. Juliet fakes her death and lies in a tomb. Romeo does not receive the message about the plan and thinks Juliet is dead. Doubting, he went to Verona, Paris was also there coming to mourn her death, Romeo killed him thinking that he was a grave robber. Romeo sees that Juliet is 'dead'.
8. Romeo drinks poison so he can be with Juliet in death. She wakes up to discover Romeo is dead. Juliet herself seeing what has happened decided to kill herself with Romeo's dagger hoping she can be with Romeo forever.
9. The Capulet and Montague families vow never to argue again so there is no more bloodshed.