

Year 5 Literacy Workshop



September 2023

Aims:

- ▶ To explore and understand the expected level of Reading and Writing skills a pupil needs to work towards by the end of Year 5, as well as the end of KS2.
- ▶ To understand how we teach reading and writing on a daily basis.
- ▶ To understand how to support your child at home with reading.

Why is reading so important?

“Pupils who can read are overwhelmingly more likely to succeed at school, achieve good qualifications, and subsequently enjoy a fulfilling and rewarding career. In addition to its substantial practical benefits, reading is one of life’s profound joys.” Department of Education. 2015

Why is reading so important?

In 2014, only one in three pupils who had **just** reached the current expected standard in English when in key stage 2 achieved five good GCSEs, including English and mathematics.

By contrast, almost three in four of those who had **securely** achieved the current expected level in English achieved this GCSE standard.



Why Your Child Can't Skip Their 20 Minutes of Reading Tonight

James

reads 20 minutes per night,
5 times per week



Travis

reads only 4 minutes per night
...or not at all



In one week:

100

minutes of reading



20

minutes of reading

In one month:

400

minutes of reading



80

minutes of reading

In one school year (9 months):

3600

minutes of reading



720

minutes of reading

By the end of sixth grade:

21,600

minutes of reading



4320

minutes of reading

Which student would you expect to read better?
Which student would you expect to know more?
Which student would you expect to write better?
Which student would you expect to have a better vocabulary?
Which student would you expect to be more successful in school and life?
How do you think each student will feel about himself as a learner?



What is expected in UKS2 in reading?

Statutory Requirements:

- Maintain positive attitudes to reading by reading and discussing books that are structured in different ways, including, a wide range of fiction, poetry, plays, nonfiction and reference books.
- Make comparisons within and across books
- Understand what they have read by checking a book make sense, discussing and exploring the meaning of new words
- Ask questions to improve understanding
- Draw inferences, such as characters thoughts and feelings, justifying with evidence.
- Predicting what might happen next
- Summarise main ideas from more than one paragraph
- Discuss and evaluate authors choice in language and its impact.
- Provide reasoned justifications for their views.

What is the expected standard at Year 6?

Working at the expected standard

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.

So, how do we teach reading in school?

- ▶ Whole Class Reading
- ▶ 1:1 reading with an adult
- ▶ Intervention e.g. phonics
- ▶ Reading for pleasure

What is Whole Class Reading? (WCR)

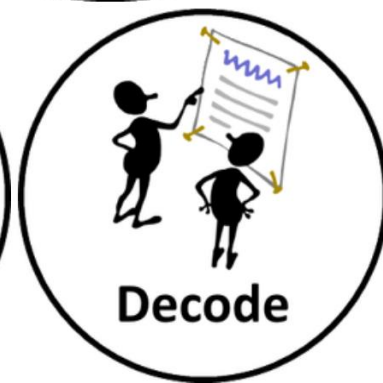
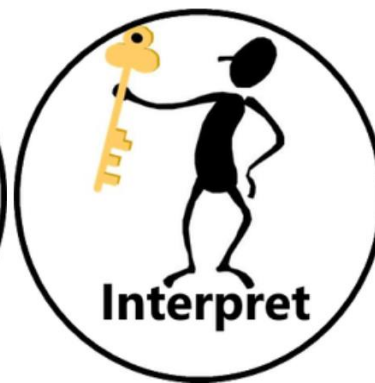
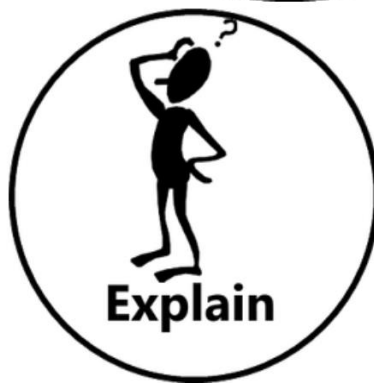
Each time we open a book with children it is an opportunity to walk into a new world together, to explore the inner workings of great literary minds.

WCR is an opportunity for everyone to go on this journey together, reading a high-quality text, no matter what a child's reading age, with guidance from a teacher or adult every single day (as opposed to one day a week in carousel).

It also gives an opportunity for a teacher to model good use of intonation, movement, volume, a good pace of reading and expression every day.

The aim is to expand pupil's vocabulary and deepen their understanding of the texts they are reading. This is done through explicit teaching of vocabulary and working on key reading skills (DERIC).

Our Reading Skills:



Teaching skills in WCR - examples from lessons

Arced

Verb

- Forming or resembling an arch/moving with a curved path

Synonyms: curved, curled



"The sun wasn't yet up, but its rays arced over the horizon and brought light to the sky."

Chapter Ten

Horizon

Noun

- the line at which the earth's surface and the sky appear to meet.

Synonyms: skyline



"The sun wasn't yet up, but its rays arced over the horizon and brought light to the sky."

Pupils spend time decoding new words, finding definitions in dictionaries and writing sentences using new words.

Word Workout chp 12-13

Engraved
Compound
Haze



Teaching skills in WCR - examples from lessons

LO: to comment on the authors CHOICE of language

Chapter 13

Whole Class Discussion

After reading chapter 13, has your opinion on any of the characters changed?

What about the relationships between the characters?

What has caused these changes?



Teaching skills in WCR - examples from lessons

LO: to comment on the authors CHOICE of language

Chapter 13

Character	Reader's initial view of the character	Reader's view of character after reading chapter 13	Reason for change	Evidence to support comments made
Stanley				
Relationship between...	The initial relationship between the two characters was...	The relationship after chapter 13...	Reason for change	Evidence to support comments made



Teaching skills in WCR - examples from lessons

LO: To RETRIEVE information from the text Chapter 15-18

At this point in the text, we're pretty sure that the boys aren't just digging to build character. What evidence can you find to support this?

Hint: Look in chapters 7, 10, 14-17

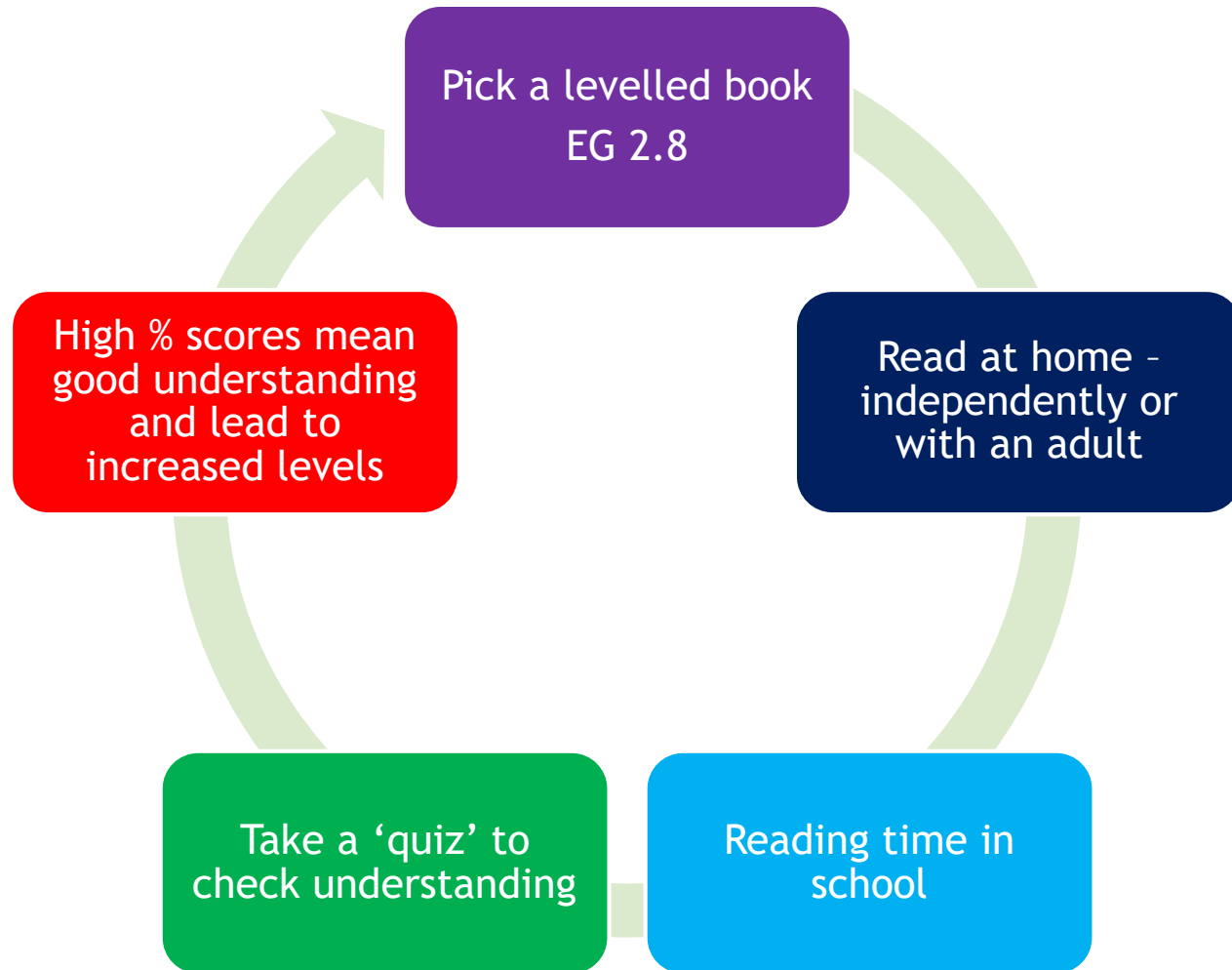
Evidence the boys aren't digging to build character
If they find something, they have to report it (chapter 7)



Accelerated Reader

- ▶ AR is a computer program that helps manage and monitor children's independent reading
- ▶ Children take a short quiz on the computer. Passing the quiz is an indication that a child has understood what was read.
- ▶ To effectively use AR, children need to read for at least 20 minutes a day
- ▶ Children's scores are recorded in their Reading Records for you to monitor. As well as this you can track their progress across the AR levels.
- ▶ Star quizzes are done every term to monitor progress and ensure correct AR level.

Accelerated Reader




AR Book Finder UK


RENAISSANCE
Accelerated Reader Bookfinder™

Teacher

Quick Search Advanced Search Collections

United Kingdom & Ireland



 AR BookBag™

Enter Keycode

Go

You do not need a Keycode to search. However, if your child's teacher gave you a Keycode, enter it here to search the most relevant books for your child.

Refine Your Search


Interest Level
->Middle Years

Fiction/Non-fiction
Non-fiction (1)
Fiction (1)


Language
->English

Topic
2016" (1)
2017" (1)
2018" (1)
"What Kids Are Rea... (1)
Award Winners/Nomi... (1)
Fantasy/Imaginatio... (1)
Reading Promotions (1)


Search Results
Titles 1 - 2 of 2

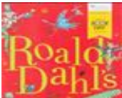
 Print

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The BFG
Dahl, Roald
AR Quiz No. 200160 EN Fiction
IL: **MY** - BL: **4.8** - AR Pts: **6.0**
AR Quiz Types: **RP, LS, VP**
Rating: ★★★★★
Luckily for Sophie, the BFG (Big Friendly Giant) who carries her off is nothing like his giant neighbours, but they are heading for England and she must stop them.





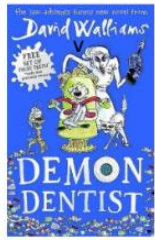
Roald Dahl's Fantabulous Facts
Dahl, Roald
AR Quiz No. 221545 EN Non-fiction
IL: **MY** - BL: **5.0** - AR Pts: **2.0**

Reading for Pleasure

- ▶ Children don't have to read AR books exclusively! Anything that gets children reading is a win (AR book finder UK)
- ▶ Model reading with children
- ▶ Visit the library together
- ▶ Although for fun, high quality texts are important!
- ▶ Prioritise reading

But what is a Year 5 book?

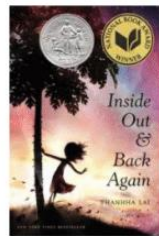
- Many teachers have put together 'must read' lists for different age groups. A quick web search will give you a variety to choose from - or see our librarian, Mrs Yule, who will gladly give you some recommendations.



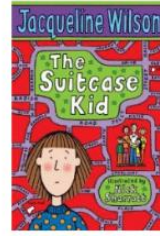
Demon Dentist
David Walliams



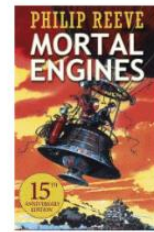
Goodnight Mister Tom
Michelle Magorian



Inside Out and Back Again
Thanhha Lai



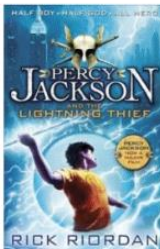
The Suitcase Kid
Jacqueline Wilson



Mortal Engines
Philip Reeve



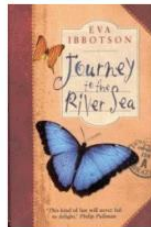
Firegirl
Tony Abbott



Percy Jackson and the Lightning Thief
Rick Riordan



The Graveyard Book
Neil Gaiman



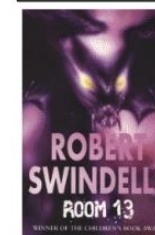
Journey to the River Sea
Eva Ibbotson



Five On A Treasure Island
Enid Blyton



Time Travelling With a Hamster
Ross Welford



Room 13
Robert Swindells

Writing in Year 5

Working at the expected standard

The pupil can:

- Write for different audiences and purpose
- Describe settings and characters
- Use dialogue
- Use organisational features
- Begin to proofread to precis
- Create linked paragraphs
- Proofread and assess work
- Use commas to clarify
- Use the full range of punctuation
- Use a wider range of linking words
- Use relative clauses
- Use parenthesis
- Use adverbs and modal verbs
- Spell many prefixes and complex homophones
- Convert nouns and adjectives into verbs
- Spell many Y5 and Y6 words correctly
- Write fluently and legibly

Spelling - every day

Focusing on a spelling 'rule' throughout the week



Learning and practising words which fit this rule



Assessing where the children are on Friday

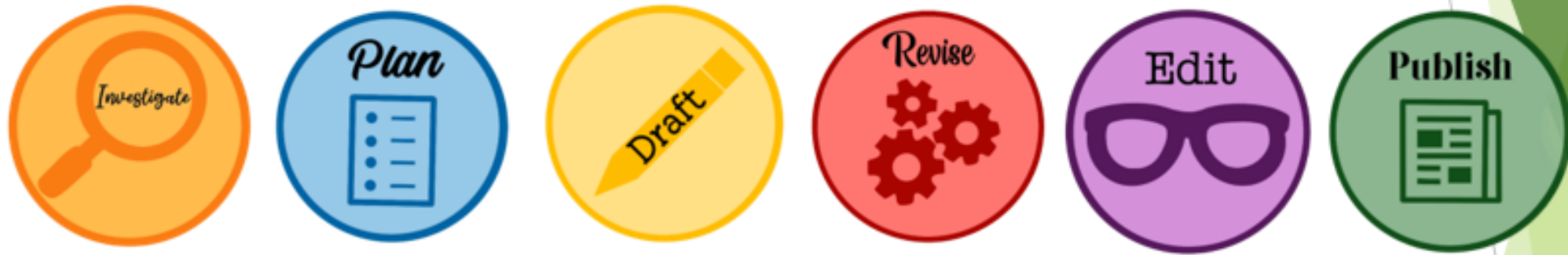
Handwriting

We are currently reviewing our teaching of handwriting - so watch this space - but by Year 5, children should write with increasing legibility, fluency and speed.

This doesn't necessarily mean joined up writing, but that does help when it comes to speed.

How do we teach writing?

- ▶ Daily English lessons and cross-curricular writing

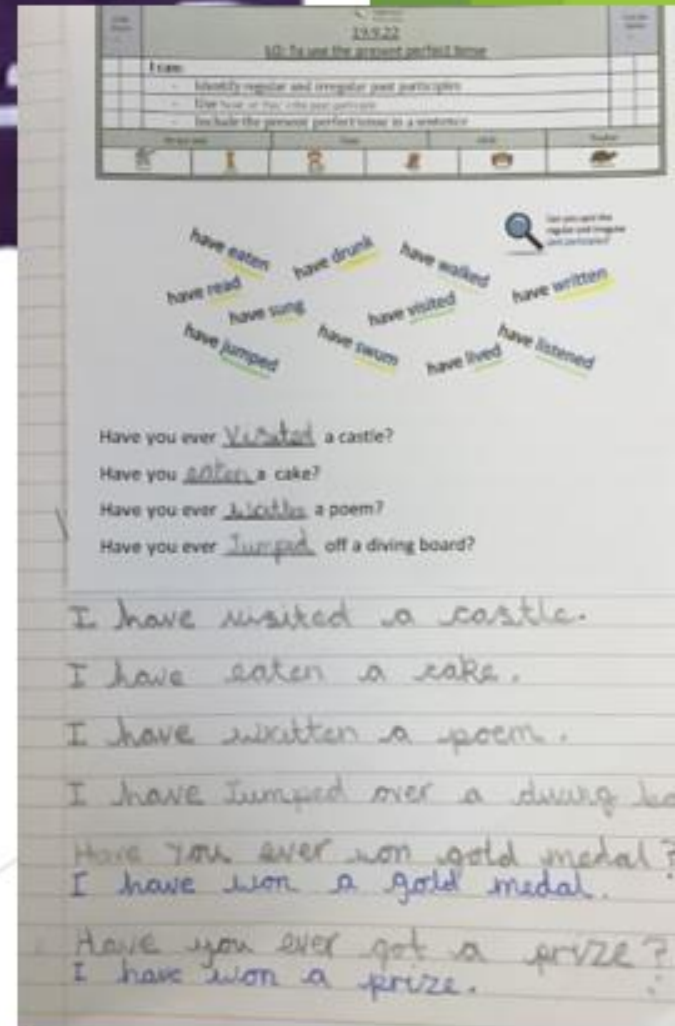


- Used by authors – and can be seen in real life examples
- Part of making **our thinking known**
- **Audience and Purpose** – really relevant throughout.
- Having the end point in mind leads the process



Investigate

- Usually includes features spotting and *the key learning* that needs to take place for children to be successful at the text type AS WELL as the actual planning
- Being feature detectives gives the opportunity for us to assess and address key aspects of the learning without a cold task
- Learning new skills / grammar / punctuation and applying



Discuss writing similar to what they are about to write, to identify the appropriate structure, vocabulary and grammar so they can use this in their own writing.

Gather ideas by composing and rehearsing sentences orally, including dialogue, appropriate vocabulary and features.

Orally build varied and rich vocabulary and increasing a range of sentence structures.





Plan

Plan own writing by discussing writing similar to what they are about to write and selecting appropriate features.

Plan writing by discussing and recording ideas, including appropriate features and phrases.

In non-narrative material, use simple organisational devices [for example, headings and sub-headings].

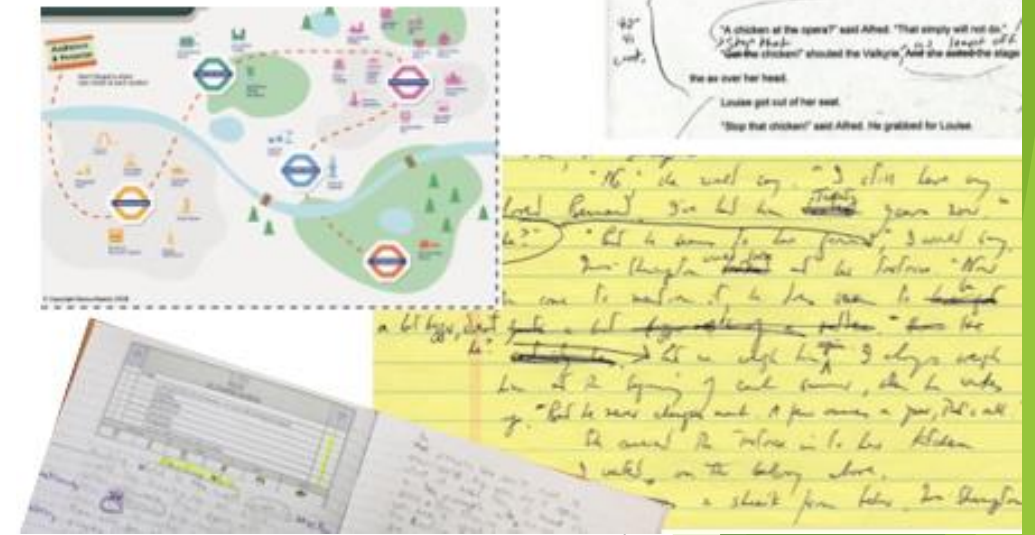
Compose and rehearse sentences orally (including dialogue) with others.

	What to include:	My ideas
title / heading / introduction	Name of your world Tell the reader why your world is amazing List some of the things in your world Think of a way to tell them to come	<i>Candy world</i> <i>it is the most magical world ever with candy trees and marshmallow clouds</i>
subheading	What is this paragraph about?	<i>Chocolate trees</i>
1	Explain what it is Where is it? What do you do there? OR What does it do? What does it look like? Why should people visit this part of your world? Other Facts / information	<i>a tree made of chocolate</i> <i>in the countryside</i> <i>you can climb the tree to eat the marshmallow cloud</i> <i>50 metres wide</i>
subheading	What is this paragraph about?	<i>Mint ice cream river</i>
2	Explain what it is Where is it? What do you do there? OR What does it do? What does it look like? Why should people visit this part of your world? Other Facts / information	<i>A river made of mint ice cream</i> <i>running through chocolate trees</i> <i>you can swim whilst eating it.</i>
Conclusion	Overall, ____ If you visit, ____ Final sentence	<i>fun, magical and yummy</i> <i>you will have a sweet time</i>



Whilst children have freedom to express their own ideas at this stage, the class will first work on a draft with the teacher so details of the expected content and the standard of vocabulary and writing skills to be included are modelled and front of as the children begin their independent writing.

This process may also break the drafting process down into smaller sections to retain the children's focus on the skills to include at each stage.



These two go hand in hand, but revising is a focus on the content - what writing skills and vocabulary have been included and what could be added to or improved? - whereas editing is a focus on the accuracy of the writing - spelling, grammar, punctuation and coherence.



Read aloud some of their own writing, to a group or the whole class, using intonation and a varied tone and volume so that the meaning is clear.

Publish composed pieces including amendments made during the editing process.

Using the EPDREP method - Example:Y5 narrative writing unit

Explore	Assessing where the children are starting Features Key learning	3 lessons <ul style="list-style-type: none"> • revise different genres and consider audience and purpose in reference to current WCR book 'Holes' • Revise and spot the narrative features in a piece of writing • Infer information about the characters in holes from the text
Plan	Generating and organising ideas	5 lessons <ul style="list-style-type: none"> • Assess chronology by boxing up a chapter in Holes. • Use boxing up to plan own version of chapter • Revise speech punctuation • Practice using Dialogue, Action and Drama to write own version
Draft	The initial writing based on planning	5 lessons <ul style="list-style-type: none"> • Using boxing up to rewrite own chapter, focus on each paragraph
Revise	Making changes to the content (after feedback or self-evaluation)	2 lessons <ul style="list-style-type: none"> • Revise content, proofread for precis own chapter
Edit	Editing – Making changes to ensure the text is accurate and coherent* Spelling, Grammar, Punctuation	2 lessons <ul style="list-style-type: none"> • Revise content, proofread SPaG and vocab choices
Publish	Presenting work Written up in a specific form so that others can read it OR Oral presentations performed or recorded	2 lessons <ul style="list-style-type: none"> • Publish final version of own chapter.

Note: for longer pieces of writing, we may draft a little, then revise and edit it before moving on to the next section of the draft. This is so children learn to give revising and editing the time and focus needed to make improvements to their work.

How our whole class reading texts support our writing units

Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Key Question: Has our planet finished evolving?		Key Question: Is invasion ever justified?		Key Question: Are heroes and villains so different?	
WCR Text	Holes by Louis Sachar	The Girl of Ink and Stars by Kiran Millwood	Beowulf by Michael Morpurgo	Letters from the Lighthouse by Emma Carroll	Who Let The Gods Out? By Maz Evans	
Reading Rationale	Holes is an engaging story that has long appealed to young people and explores themes of the value of friendship and the impact of intolerance and cruelty are thought-provoking and relevant to our UKS2 pupils as they start to become more aware of the wider world.	The text is a contemporary, quest story in the style of a legend, which will start introducing the children to mythical stories, ready to be built on in the following terms and enabling children to make connections across a range of texts. Unlike traditional myths and legends, it has a female protagonist and builds pupils knowledge of on constellations and volcano knowledge. The author uses rich, descriptive language.	A tale based on a Norse myth linking to the study of the Vikings and Invasion. The narrative structure is perfect for inspiring pupils as are the archetypes of hero and villain and the action scenes are engaging and lively. Vocabulary is rich and inspires exploration.	This text prepares Y5 for their study of WW2 in Y6 and again, explores the theme of invasion through following the experiences of a character living through the Blitz.	A modern novel linked to the study of Greek myths and the exploration of heroes and villains as well as being a good reading age match for the cohort. As part of a series, it encourages further independent reading.	
Writing focus	<p>Purpose: Entertain Audience: Whole school (display)</p> <p>Write a setting description about a Volcano erupting using the Escape from Pompei picture book.</p> <p>Write a new chapter for the story Holes at a pivotal point in the book. This will be completed before they continue reading the <u>book</u> so they are able to be creative and draw upon their understanding of the book so far.</p>	<p>Purpose: Inform Audience: Year 4</p> <p>Explore a range a Remembrance poetry in WCR. Write a poem inspired by their reading. These will be sent off in a poetry competition.</p> <p>Write a biography about Neil Armstrong/Tim Peake/Buzz Aldrin. Learn about them in topic and write up in literacy.</p> <p>Write a newspaper report about the moon landing in 1969.</p> <p><i>During topic lessons, write a non-chronological report linked to computing (Aut1) and to our study of space (Aut2).</i></p>	<p>Purpose: Entertain Audience: Year 6</p> <p>Write a character description, in the style of a wanted poster, of an additional creature that could be added into the original Beowulf text.</p> <p>Write a story based on one of the Beowulf stories. Study the story in WCR and then write your own Beowulf adventure where he slays a new creature created by the pupils.</p>	<p>Purpose: Discuss Audience: Online</p> <p>Write a book review about Beowulf from the previous term. Then the children write a book review about a book of their choice and publish as a script to be filmed as an online review.</p> <p>Children to write a balanced argument to answer the Key Question. Publish in topic books at the end of their learning journey.</p>	<p>Purpose: Entertain Audience: Publish in the KS2 Library</p> <p>Write a character description of a mythical monster.</p> <p>Write an atmospheric setting description inspired by one of the Greek Myths we have read.</p> <p>Write a mythical story inspired by the themes and tropes of a Greek Myth.</p>	<p>Purpose: Persuade Audience: Mr. Hickey/Mrs Vaux as judges</p> <p>Write a job advert promoting an opening on the Zodiac Council from WLTGO.</p> <p>Write a speech as a prosecutor / defence lawyer for a court scene around whether Virgo should lose her immortality.</p> <p><i>During topic lessons write a Biography about David Attenborough linked to science.</i></p>

Thank you for watching this presentation



If you have any further questions, please do contact us or arrange to have a chat, we are always pleased to help. Thank you!