

Year 6 English Workshop



Aims:

- ▶ To understand the expected level of skills a pupil needs to work towards in Reading and Writing, by the end of KS2.
- ▶ To see how we teach and explore these skills in our “day-to-day”.
- ▶ To understand how to support your child at home.

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

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?



GREER GENIUS
GREAT READING. GREAT LITERATURE. GREAT LEARNING.

Studies have shown that reading for pleasure is more important for a child's academic success than other factors, such as their parents' socio-economic status.

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.

What do we do to teach reading in school?

- ▶ Whole class reading
- ▶ Individual reading to an adult
- ▶ Intervention groups -phonics, reading comprehension
- ▶ Individual reading time and comprehension quizzes -Accelerated Reader

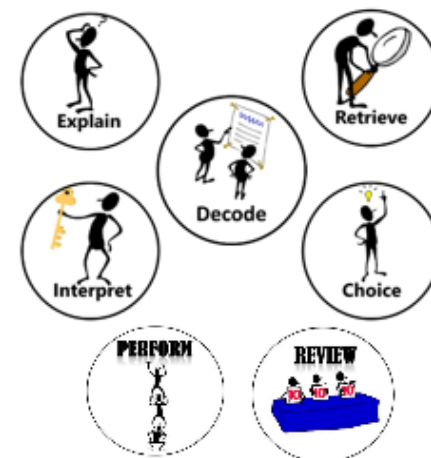
THE BIG IDEAS OF READING

At Highwood, our curriculum provision is designed to make sure children:

- ♣ read easily, fluently and with good understanding
- ♣ develop the habit of reading widely and often, for both pleasure and information
- ♣ expand their vocabulary through exposure to texts that are aspirational and chosen for their relevance to our pupils and their needs.


In order to succeed, children have to be proficient users of their phonetic knowledge and be able to read the text and then use their wider knowledge to comprehend the content of each book. Our whole school strategy has a consistent approach by focussing on 7 key strands to embed word reading and comprehension: Decode, Explain, Retrieve, Interpret, Choice, Perform and Review.

Reading Strand	Content
Decode	Using synthetic Phonics (Letters and Sounds) to segment and blend words together. Use knowledge of morphology and etymology to read aloud and understand new words.
Explain	Explaining new vocabulary and understanding its use in context.
Retrieve	Retrieving information using skimming and scanning techniques to locate key vocabulary.
Interpret	Interpreting information using clear evidence from the text.
Choice	Thinking about authorial intent including layout of text use of images and illustrations.
Perform	Performing poetry, fiction and plays as an individual or groups to their peers.
Review	Discuss and compare books they have read.




To aid comprehension, Highwood has adopted the acronym of APE – Answer it, Prove it, Explain it. This structure is designed to structure children's thought process when explaining their thinking, particularly when asked to use evidence from the text. To help further embed this concept, we also use it to structure our mathematical reasoning explanations:

A.P.E. **Answer it**
What is the answer to the question you've been asked? Remember what you've read; don't guess.
Prove it
Choose a quote which helped you answer the question. Remember to use inverted commas around the word(s) or phrase(s) the author used.
Explain it
Why did that quote help you answer the question? Give as much detail as you can.



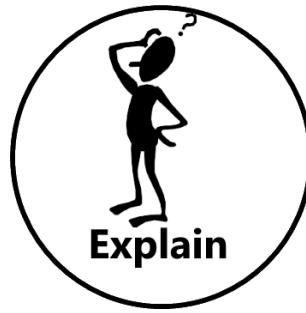
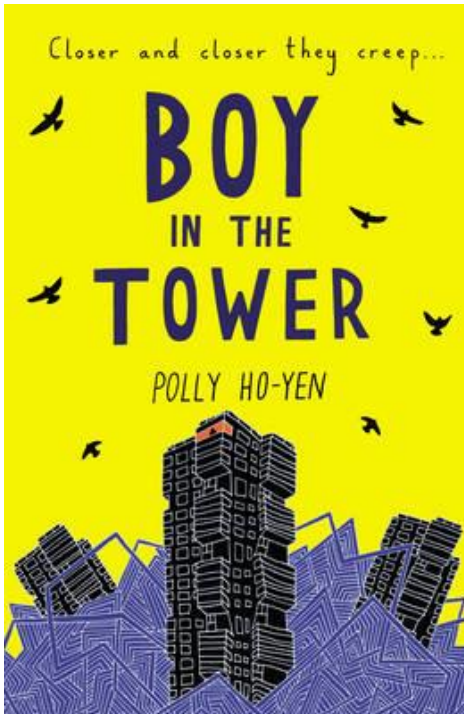
A.P.E. **Answer it**
What is the answer to the question you've been asked?
Prove it
Show how you know that is the answer with pictures, diagrams, calculations or in another way.
Explain it
Write some sentences which make it clear why you came to your answer.



Whole Class Reading - What is it?

Whole class teaching of reading skills - from skimming and scanning to analysing authorial decisions and picking apart the writer's craft.

Designed to help pupils engage with more sophisticated texts and respond in a more sophisticated manner - bridging KS2 with 3 & 4.



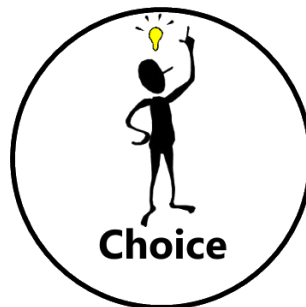
What does the word vibrant mean?



How many birds are on the front cover?



Using evidence from the front cover, why are the birds flying away?



How has the designer of this front cover made you want to read the book?

Year 6 Class Books - Reading Spine

Whole class reading books:

- ▶ Cogheart - Peter Bunzl
- ▶ Clockwork - Philip Pullman
- ▶ When the Sky Falls - Phil Earle
- ▶ When Hitler Stole Pink Rabbit - Judith Kerr
- ▶ The Wizard of Earthsea - Ursula LeGuin

Non-fiction classroom books:

Moth - Isabel Thomas

Amazing Evolution - Anna Claybourne

Can I Build Another Me? - Shinsuke Yoshitake

Charles Darwin's On the Origins of Species - Sabina Radeva

Complementary Books

The Reader Teacher

www.TheReaderTeacher.com/Year6

Top 100 Recommended Reads for Year 6

for ages 10-11+

Poster

Scan this QR code to purchase the pack through Reading Rocks!

For more primary school recommended reads booklists, visit TheReaderTeacher.com

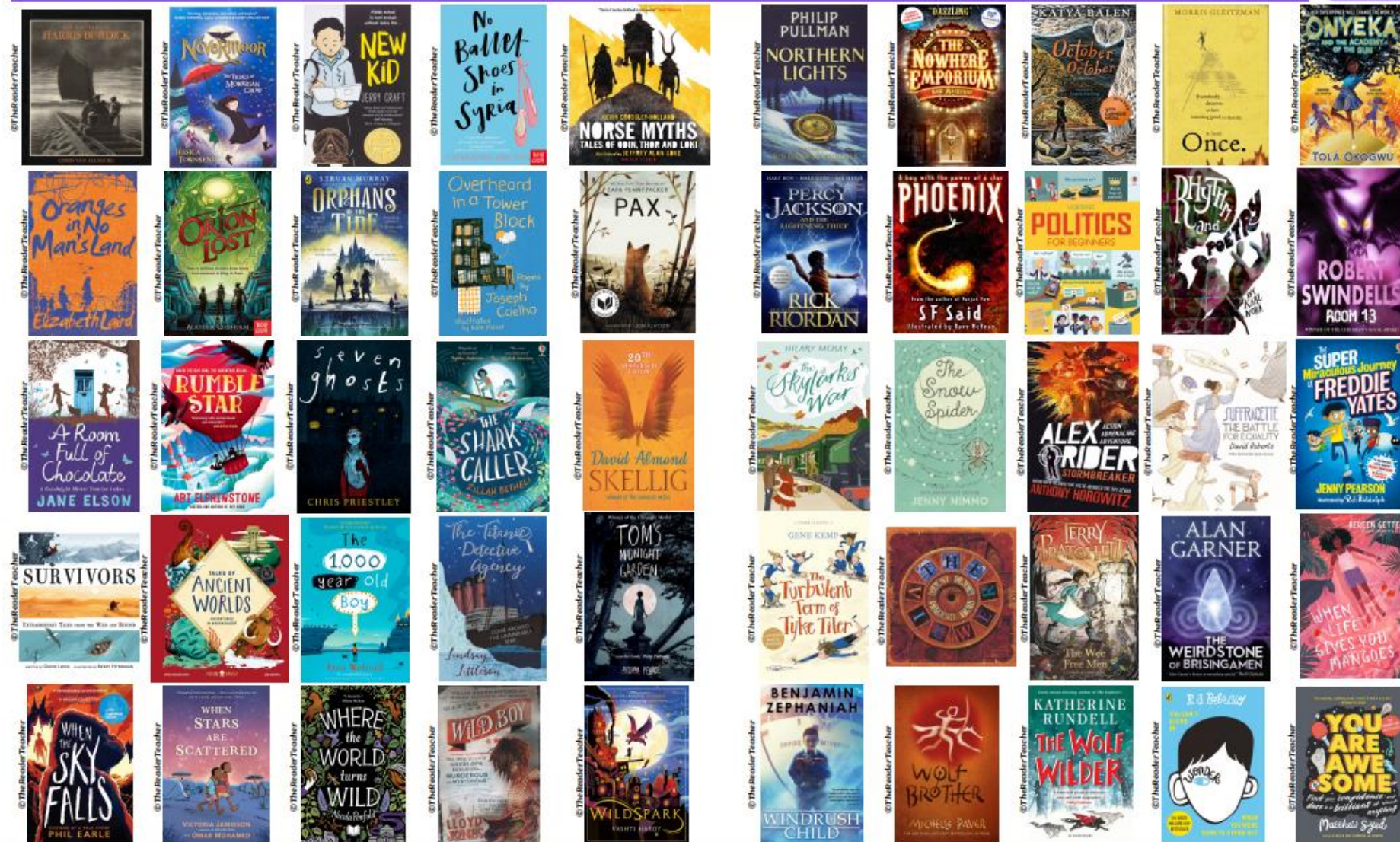
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Accelerated Reader

- ▶ Accelerated Reader
 - ▶ AR is a computer program that helps manage and monitor children's independent reading
 - ▶ Children take a short online quiz about the book they have just read. Passing the quiz is an indication that a child has understood what was read.
 - ▶ To effectively use AR, we recommend that children read for at least 20 minutes a day.

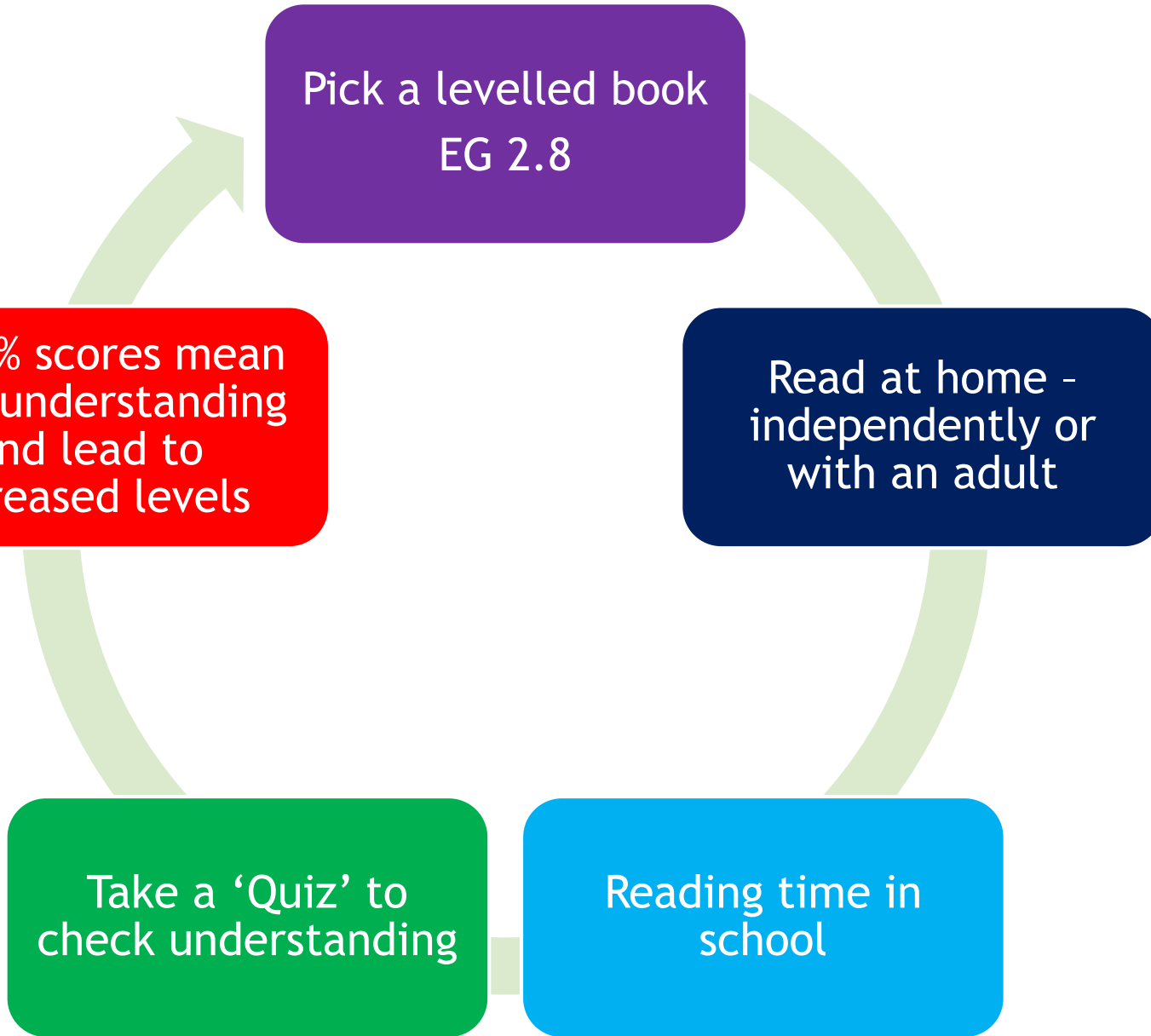
Pick a levelled book
EG 2.8

Read at home -
independently or
with an adult

Reading time in
school

Take a 'Quiz' to
check understanding

High % scores mean
good understanding
and lead to
increased levels



So what about writing?

► Audience and Purpose:

- Writing to entertain -narrative/poems
- Writing to inform- explanation texts
- Writing to persuade - adverts/letters
- Writing to discuss- arguments/magazine articles

What is the expected standard at Year 6?

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly¹ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

THE BIG IDEAS OF WRITING

At Highwood, our curriculum provision is designed to make sure children develop the knowledge and skills of:

- ♣ transcription (spelling and handwriting)
- ♣ composition (articulating ideas and structuring them in speech and writing).



How do we teach writing?

Investigate:

- ▶ Understand audience and purpose
- ▶ Read and analyse examples of the same genre to identify features and 'what makes a good one'
- ▶ Use a variety of stimulus to collect words and ideas

Plan:

- ▶ Use drama and oral rehearsal to help articulate our ideas
- ▶ Learn the 'technical' aspects (grammar and spelling) in separate lessons
- ▶ We use templates to organise our ideas before writing

How do we teach writing?

Draft:

- ▶ Use the resources created during the plan stage to support our extended writing.
- ▶ We focus on the quality rather than quantity of our writing.
- ▶ We concentrate on including the features discussed during the investigate stage.

Revise:

- ▶ We focus on improving our vocabulary, ideas and adding in things we may have missed.

Edit:

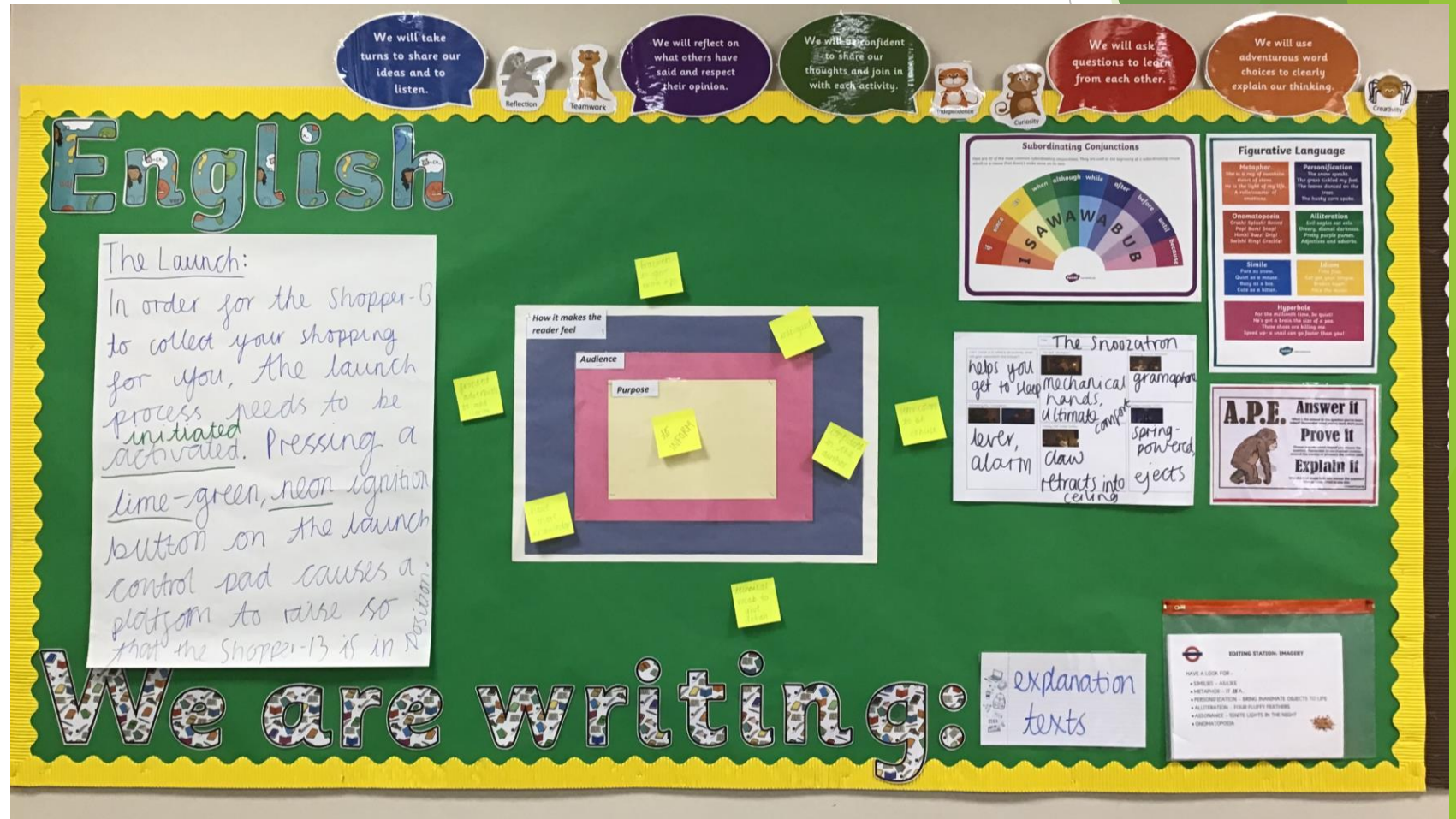
- ▶ We focus on correcting spellings, punctuation and grammar.

Publish:

- ▶ We share our work orally or as a written piece to an appropriate audience. For example, other students and classes, authors or relevant experts/organisations.

Audience and Purpose

1. Audience and Purpose:
We begin with thinking about the audience and purpose of a text
2. Effect on the reader:
Then we think about how a text makes us/the audience feel
3. Toolkit:
We then think of features that help achieve this
4. Words and phrases:
We finally draft some initial ideas we could use in our writing



So what about spelling?

The children also sit a SPaG test.
(Spelling, Punctuation and Grammar)

- We practise spellings daily and continue to build upon their KS1 Phonics knowledge.
- We discuss the morphology and etymology of a word to encourage pattern spotting.
- We focus on dividing words into syllables and phonemes.
- We discuss the definitions and use the words in context.
- We explore synonyms and antonyms.
- We look at spelling patterns and rules.

How Can I Help At Home?

- ▶ The most effective way to support your child with both reading and writing are to encourage them to read widely and often.
- ▶ Where possible, it is still encouraged to listen to your child read aloud regularly.
- ▶ However, many children in Year 6 often prefer to read independently rather than aloud to an adult.
- ▶ If this is the case, you can still support their reading by asking them about what they are reading and reading for pleasure yourselves.
- ▶ You could read some of the Year 6 recommended reads and talk about these books together.