

English in Year 5/6

The following pages formed part of a workshop for parents. For those of you who were not able to attend, we hope you find our ideas and guidelines helpful.

Ways to help with reading

- They are **NOT** too old for a bedtime story!
- Use reading together as an opportunity to model and practise reading aloud with confidence and expression
- Let your child have more control of their reading choices, but encourage them to choose challenging material
- Talk with them about their reading...

Questions you might discuss:

Before reading:

- **Looking at the title, cover and illustrations/pictures, what do you think will happen in this book?**
- **What makes you think that?**
- **What characters do you think might be in the book?**
- **Do you think there will be problem in the story?**

Why?

- **What do you already know about the topic of this book?**
- **Does the topic or story relate to you or your family?**

How?

- **Do you think it will be like any other book you've read? If so, which one, and how do you think it will be similar?**

During reading:

- **What has happened so far in the story?**
- **What do you predict will happen next?**
- **How do you think the story will end?**
- **Why do you think the character did _____?**
- **What would you have done if you were the character?**
- **How would you have felt if you were the character?**
- **When you read, what pictures did you see in your head?**

How did you imagine it looked like?

- **What are you wondering about as you read? What questions do you have?**
- **Think about the predictions you made before reading; do you still think the story will go that way? Why or why not?**

How do you think it will go now?

After reading:

- **Why is the title a good title for the book/story? If you had to give it a different title, what would be another good title for it?**
- **Were your predictions correct? Where did you have to fix your prediction as you read?**
- **If there was a problem, did it get solved? How did the character try to solve the problem?**
- **What happened because of the problem?**
- **Did any of the characters change through the story? Who changed, and how did they change?**
- **Why do you think the author wrote this?**
- **What is the most important point that the author is trying to make in his/her writing?**
- **What was your favourite part? Why?**
- **If you could change one part, what would you change?**
- **If you could ask the author a question, what would you ask?**
- **Can you retell the story in sequence order?**
- **Is there a character in the story that reminds you of someone you know? If so, who are they like, and why do you think that?**
- **Does this book remind you of another book you know? How? Does it remind you of something you've experienced in real life?**

Can you help me choose a book to challenge my child?

<https://www.booktrust.org.uk/booklists/1/100-best-books-9-11/>

Spelling rules:

These will be taught over the year.

ough

cial/tial

ant/ent

ance/ence

ancy/ency

ie/ei

able/ible

ably/ibly

cious/tious

silent letters

-fer+suffix

use of the hyphen


homophones

We use 'spelling intelligence' strategies to help them really LOOK at the word they are learning to spell.

Learning how to spell

Shapes of words

Draw the shape of the word

table 

Learning how to spell

Different sizes of letters

woman - WoMaN

returning - ReTuRnInG

Learning how to spell

Pyramid Writing

Write your word in the shape of a pyramid

w

wa

was

Learning how to spell

The children should use strategies like these to practise their spellings, especially these...

They also learn to spell 100 from the national curriculum list, using the same strategies.

Name: _____

bargain
definite
develop
familiar
forty
identity
lightning
marvellous
relevant
suggest

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached

available
average
awkward
bruise
category
cemetery
communicate
community
competition
controversy

convenience
correspond
criticise
curiosity
desperate
determined
dictionary
disastrous
environment
equipped

especially
exaggerate
excellent
existence
explanation
foreign
frequently
government
harass
hindrance



immediately
individual
interfere
interrupt
language
leisure
mischievous
muscle
necessary
neighbour

nuisance
occupy
occur
opportunity
persuade
physical
prejudice
privilege
profession
programme

pronunciation
recognise
recommend
restaurant
sacrifice
secretary
shoulder
signature
sincerely
soldier

stomach
sufficient
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle

committee
conscience
conscious
embarrass
guarantee
parliament
queue
rhyme
rhythm
yacht



The Year 5/6 sentence types:

CX1

Amy ran for the bus because it was raining.

CX2

Because it was raining, Amy ran for the bus.

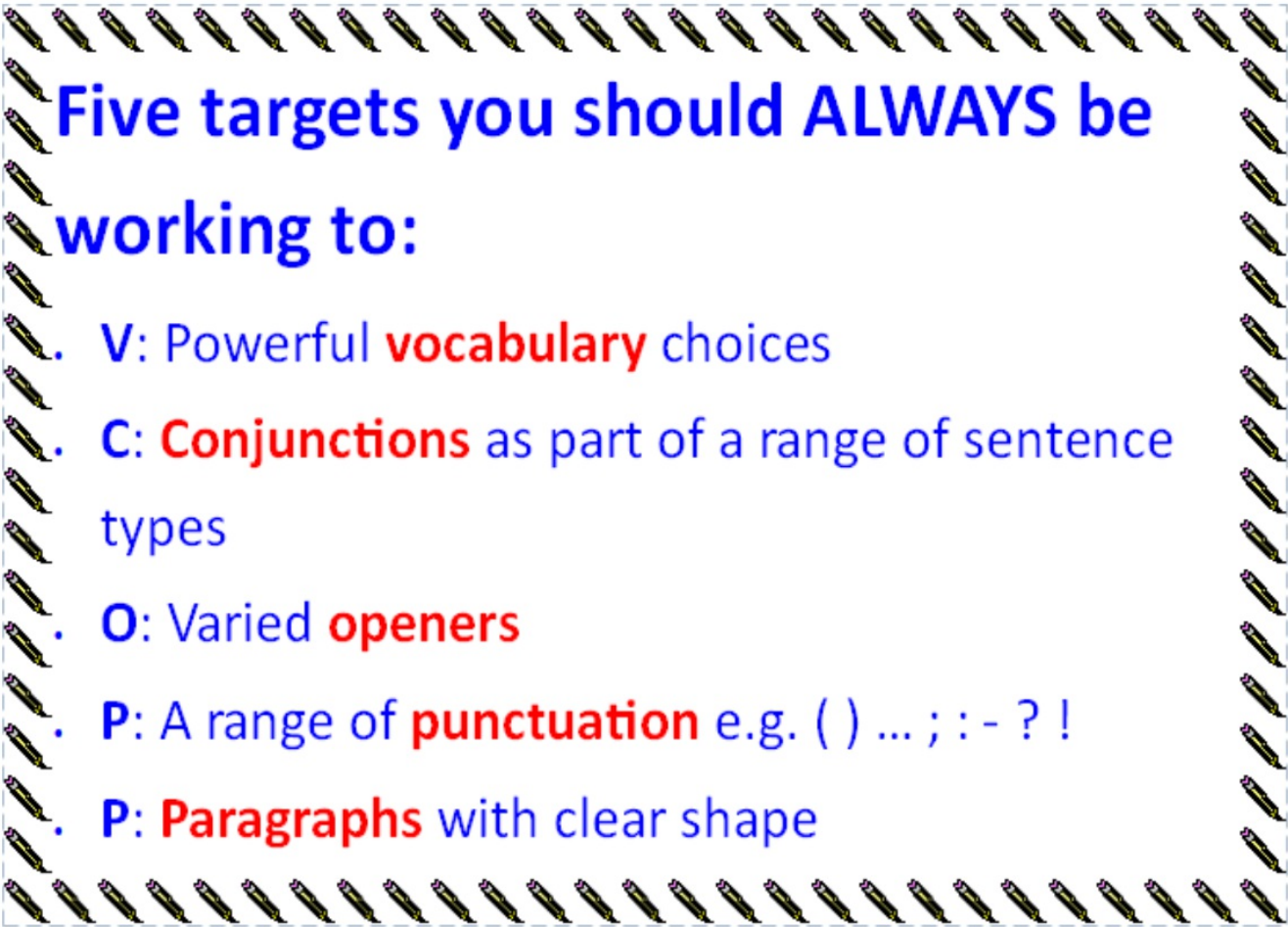
ING

Squelching through the mud, she made her way to the end of the assault course.

BED

Macbeth, who was a fierce warrior, was hungry for power.

We refer to these a lot!



Five targets you should ALWAYS be working to:

- . **V:** Powerful **vocabulary** choices
- . **C:** **Conjunctions** as part of a range of sentence types
- . **O:** Varied **openers**
- . **P:** A range of **punctuation** e.g. () ... ; :- ? !
- . **P:** **Paragraphs** with clear shape

For more information about ways to develop VCOPP, see the link 'Writing Guidance for parents'

And grammar?

15

Which sentence is written in Standard English?

Tick one.

I went to the library and done my homework.

They seen their friends at the cinema.

I been to the circus with my aunt and uncle.

I sang with the school choir in the concert.

Children are helped to write using Standard English. We would expect this in their homework too, if it is appropriate to the task.

**Where to find a list of definitions
of the grammatical terms we use
in school:**

**[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2
-
_Vocabulary_grammar_and_punctuatio
n.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)**

