

Reading and Writing in Year 6

Parents Meeting
November 2011
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Guided Reading

- During guided reading sessions children are placed into a group based on their level. Children read within a group between 2 and 6 children.
- Guided reading sessions take place Mon, Tues, Weds and Thurs.
- DIAL sessions are done with the whole class 3 to 4 times per week depending on time table that week.

Guided Reading

- Within guided reading sessions the children are actively taught reading skills to move them onto the next level.
- They are questioned about the text in a variety of ways; Deductive, Inference, Authorial and Literal – referred to as DIAL in class.

Guided Reading – Literal Questions

- **To boost performance in AF 2:**
- **Understand, describe, select or retrieve info, events or ideas from texts and use quotation and reference to the text.**
- Encourage children to **describe, retell** and **locate**.
- Model the above, making references to, and quoting from the text.
- Ask recall and simple comprehension questions during Shared and Guided Reading.

Examples of literal Questions

- What does..... mean?

What does 'smartly' mean?

- Can.... have more than one meaning?

Can 'light' have more than one meaning?

- **What happened at** ?

What happened at the beginning?

- **What did the do?**

What did the bear do?

- **Which word told you that**?

Which word told you that this is not the first comic strip about Souperkid?

Deduction and Inference

- **To boost performance in AF 3:**
- **Deduce, infer or interpret info, events or ideas from texts.**
- Encourage children to compare, contrast and infer.
- Model the above by making reference to, and quoting from the text.
- Ask analytical and synthesis questions
- Plan activities to develop children's cognitive and interpretative strategies

Examples of Deductions and Inference type questions

- **How did ?**

How did Lyddie know the others had reached safety?

- **What words tell us.....?**

What words tell us the writer of this letter is a child?

- **Why did ?**

Why did Lyddie have her back to the family?

- **What does the word..... imply about.....?**

What does the word 'plush' imply about the owner of the house?

- **What ideas are we given about...?**

What ideas are we given about fox hunting in this article?

- **What does think?**

What does the author think about the Roman army?

- **How did react?**

How did Charles react to the danger?

- **How was different after.....?**

How was the atmosphere in the home different before and after this moment?

- **Why is important?**

Why is the ladder important in the story?

Authorial Style Questioning

- **To boost performance in AF5:**
- **Explain and comment on writer's use of language, including grammatical and presentational features at text level.**
- Model and encourage the use of author intent prompts, e.g. *'it makes me imagine ...'*
- Ask analytical questions.
- Plan activities to encourage children's semantic strategies.
- Use reading journals to collect and comment upon imagery.

Examples of Authorial Questions

- Explain why is used.

Explain why two different spellings of Superkid are used?

- Why does the writer compare .. to ..?

Why does the writer compare Hadrian's Wall to a molehill?

- What does tell you about

What does "a great armour-plated centipede" tell you about the wall?

- Why did the author use

Why did the author use this simile?

- How does ... help you to understand?

How does the comparison help you to understand the behaviour of the character?

- Why are used?

Why are mis-spellings used in this advertisement?

- How has the choice of words created a feeling of?

How has the choice of words created a feeling of panic?

- What do phrases such as ... tell you?

What do phrases such as “It is probably true to say...” tell you?

- Why did the author choose the verbs ... and ...?

Why did the author choose the verbs “creeping” and “tickling”?

Authorial Questions also -

- **To boost performance in AF6:**

Identify and comment on writers' purpose and viewpoints and the overall effect of the text on the reader.

- Include **Purpose** of text type on genre checklist.
- Ask application, analytical, synthesis and evaluation questions, encourage children to elaborate on their responses, following the teacher's example.
- Model and encourage the use of author intent prompts

Examples of questions

- Was this text trying to ...?

Was this text trying to persuade you to watch the film?

- Does the author like? How do you know?

Does the author like spiders? How do you know?

- How were the purposes of the texts different?

Look at page 10. Why do people like superhero adventures?

- What can you tell about the viewpoint of the author?

Look at page 10. Why do people like superhero adventures?

- Look at the descriptions of 3 people. Who is most likely to buy this book?

- What kind of magazine would you expect to find an article like this?

- Why were ... included?

Why were quotations from Joe Millar and Carole Parker included in this article?

- Which text do you think is more/most effective?

Both of these texts try to make you care about whales. Which is more effective?

Children will also be questioned on

- **To boost performance in AF4:**
- **Identify and comment on structure and organisation of texts.**
- Make very explicit links between reading and writing – especially the ways in which texts are organised.
- Model the language needed to comment upon authors' use of structure, organisation, grammar and presentation.
- Use genre checklists to highlight the layout features and language features of different texts.
- Ask analytical questions and questions requiring synthesis. During shared and guided reading sessions focus on aspects of structure and organisation, e.g. paragraphs labels, navigational features such as sub-headings, titles, etc.
- Use structural organisers, e.g. story maps, charts, etc.

And

- **To boost performance in AF7:**
- **Relate texts to their social, cultural and historical contexts and literary traditions.**
- Ask questions that require children to call upon their knowledge of traditional stories to link ideas between texts.
- Encourage children to link popular culture and stereotypes to characters and themes in their reading.
- Use knowledge of history and outdated beliefs and attitudes to comment upon texts.
- Ask questions to encourage children to apply their knowledge and understanding of social dynamics to situations in their texts.

What you can do to help

- Please read with your child as often as possible
- Please comment and sign their reading record and return these to school daily
- Talk about what they are reading and ask straight forward questions – what's are you reading, are you enjoying it, what's it all about... Be positive about reading.
- Try to make the reading as enjoyable as possible – don't just use the school reading book – read from every where; comics, magazines, newspaper, the internet, children's own choice (they are now independent readers!)

Ways a Parent Can Help with **READING**

1

Let your child see you reading!

Have magazines and books in your home.

2

Help your child find appropriate word & reading games on the computer.

Keep a dictionary on hand. Help your child look up new words they read or hear.

3

Read mysteries with your child and try to figure out the clues together.

4

Movie version coming out?

Read the book together first, then talk about which you each liked better.

5

Set aside a time and place for your child to read -

like a comfy chair and a reading light in a quiet place

6

Visit your public library regularly.

Look for and read together the books that were your favorites when you were a kid.

7

Encourage your child to write -

letters, thank you notes, emails, journals, lists, stories about their own trips, events, and daily life

8

Ask your child questions about what he or she is reading, such as:

- What is the story about?
- Who are the important characters in the story?
- Where does the story take place?
- Why do you think the character made that choice?
- Why did that happen?
- How did you know about...?
- Would you recommend this book to your friends?

9

Ask your child to draw a comic strip about what happens in the story.

Provide word searches, crossword and other word games and puzzles, or help your child make his/her own



Share with your child about what you're reading... and encourage your child to do the same

Guided Reading structure

- Over three sessions
- Session one independent reading – to familiarise themselves with the text – they are directed to which sections of the book they are to read.
- Session two – guided read with adult – work through the text from session one – asking questions based on those shown. Listening to children read sections. Reading skills – skim reading, scanning, phonics, letter blends and sounds, picture clues, word shape, speed...
- Session three – follow up, children have reading journal where they will record book related tasks.

Reading Comprehensions

- Children will be given a variety of reading comprehensions over the year – twice weekly at the moment.
- One Longer and one shorter
- Longer in the style of the Year SATs test – fifteen minute reading paper with a couple of text genres and forty five minutes question time
- These are used to prepare the children for their SATs reading paper in May.
- Children may also be asked to do a DIAL activity

Example of DIAL

Boy: Tales of Childhood

by *Roald Dahl*

I have already told you that all headmasters are giants, and this one was no exception. He advanced upon my mother and shook her by the hand, then he shook me by the hand and as he did so he gave me the kind of flashing grin a shark might give to a small fish just before he gobbles it up. One of his front teeth, I noticed, was edged all the way round with gold, and his hair was slicked down with so much hair-cream that it glistened like butter.

- **D:** Where are the mother and boy?
- **I:** How does the boy feel about the headmaster?
- **A:** What adjectives and adverbs has the author used to describe his characters?
- **L:** What does the headmaster have on his hair and around his tooth?

Reading at other times

- We try to instil an enjoyment and pleasure for reading
- Also that it is the key to independent learning – how else can they research the internet for a topic if they can't quickly independently read.
- We have a class library and a school library
- Topic books on display to read and use
- Encourage reading of any material type; comics, newspapers, magazines, ICT...
- We have a Literacy Spine throughout the school – Familiar authors

Writing

- Story Writing – longer stories, mystery and suspense stories
- Instructional Writing
- Explanations
- Report writing – Chronological and Non-Chronological
- Biography and Autobiography
- Recounts
- Journalistic Writing and diaries
- Poems – personification and powerful imagery
- Letters – Formal and informal

Writing

- When we write we try to ensure that it has a purpose. That the writing has a context and that it has a audience.
- The writing process involve studying the text type (lots of examples) – building up a success criteria; what language the text uses, connective, punctuation, nouns(pronouns and proper nouns), the tense, the structure and organisation
- The text type is then modelled for the children as a whole text or part
- Planning the text – what will it look like and what will I include
- This success criteria and modelling is then applied to the child's independent writing – the children self assess using a marking ladder – placed in their book before they write

Two examples of Marking Ladders

	Year 6 Formal Leaflet	
Pupil	Objective	Teacher
	My leaflet is split into clearly subtitled sections	
	I used titles and sub-headings to attract the reader	
	I used illustrations to support the information	
	Key information is easily identified through use of colour, shading, boxes, bold and italic, different shaped sections	
	I used standard English which is exact and clear with no ambiguities	
	I used an impersonal tone, avoiding personal pronouns	
	My vocabulary includes formal phrases and technical words	
	I used at least three complex sentences	
	The verbs I used: <ul style="list-style-type: none"> • include examples of imperative to show compulsion • may include conditionals • may include passive voice 	
	What could I do to improve my formal leaflet next time?	

	Year 6 A Modern Version of a Quest Story	
Pupil	Objective	Teacher
	I established the task – to find something	
	I revealed the setting	
	My characters set off and overcome obstacles en route	
	The dilemmas are: <ul style="list-style-type: none"> • Can't find it • Can't get in • Get trapped • Get chased 	
	The solutions to the dilemmas are realistic	
	My characters arrive back at the start, task accomplished	
	I included an ending, e.g. a final comment	
	I used dialogue for characterisation or showing the reader what is happening	
	I used two narrators	
	What could I do to improve my quest story next time?	

Grammar

Children are also taught Grammar, Punctuation and Spellings, these are taught as part of the literacy lessons or as part of a separate session.

These include; correct tenses, clauses in sentences, subordinate clauses, complex sentences, conditionals, correct use of connectives, changing active verbs to passive verbs, standard English...

Example of the grammar

- Read the notice below:

Vote for your favourite TV programme

We are conducting a survey to see which TV programmes are preferred by pupils in our school. Following the survey 1 we will be writing to the BBC to share our findings with them 2 so please let us know your opinion. To participate 3 please use the voting forms in the school hall. Make your opinion count 4 participate in the survey.

- (a) Write the punctuation needed at each number in the text:

1.____ 2.____ 3.____ 4.____

- (b) Write **two** pieces of evidence that show that the above text is formal:

1._____

2._____

- (c) Which word in the text above means the same as **poll**, **study** and **investigation**?

- Tick the sentence that shows the possibility of something happening:

My dad says I'm being good.

My dad might say I'm being good.

If my dad says I'm being good.

My dad says I'm always good.

- Rewrite the sentence below in the passive voice:

The wind blew the candle out.

What you can do to help

- Help your child to learn their spellings -
 Concentrating on the spelling patterns
- Help your child with their English Homework – lots of Grammar and punctuation type work
- Point out use of punctuation and grammar during their reading time