

Codsall Middle School

LITERACY



Year 5

Autumn Term

Spring Term

Summer Term

Story Openers
Reading and writing instructions.
Clockwork by Philip Pulman
or
Atomic by Guy Bass

Persuasive writing (advertising, debates, letters to persuade);
The Lightning Thief by Percy Jackson
or
Extracts from *Harry Potter*

'Amazon Diary';
A range of poetry texts together with Slam Poetry (Dreadlock Alien).

During Year 5, pupils will often meet work by different authors in a wide variety of genre. Below are suggestions for further reading to enhance their learning experience.

Story Starters with;
'The BFG' by Roald Dahl
The Iron Man by Ted Hughes
Novels by Michael Morpurgo
The Literacy Shed (online resource)

Persuasive texts such as adverts, leaflets, online holiday sites and newspaper advertising.
Familiarity with Harry Potter books/films.

Stories from other cultures
The Highwayman- Alfred Noyes
Daffodils- Walter de La Mere
Silver- Wordsworth

Year 7

Autumn Term	Spring Term	Summer Term
'Holes' by Louis Sachar A Christmas Carol	Fairytales Travel Writing	Dragons Den Project Introduction to Shakespeare (Macbeth, Romeo and Juliet). Shakespeare's poetry

During Year 7, pupils will often meet work by different authors in a wide variety of genre. Below are suggestions for further reading to enhance their learning experience.

Holes- Louis Sachar Texts from Charles Dickens.	Modern and traditional fairytales Holiday brochures Travel reviews	Dragons Den episodes/The Apprentice William Shakespeare's life Shakespeare's plays/poems
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Reading skills we are developing

How to find information in a text, and for KS3 how to use these quotations to support their comments.

Understanding fully what you have read.

Looking at and commenting on the structure and organisation of texts

Looking at and commenting on the writer's use of language

Discussing the writer's view and the effect on the reader.

Relate texts to their social, cultural and historical traditions

Accelerated Reader-

- Unique online reading portal called Accelerated Reader.
- Quizzes.
- Reading at home/school.
- Tracked by the teachers and yourselves as parents (through Home Connect).



Library Books

Access to the library.

Changed every other week, unless children complete their book/quiz before this time.

Form time, break and lunchtime (some time after school too).

How to support your child with reading

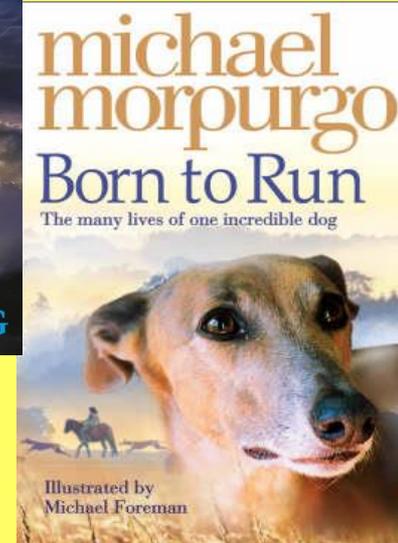
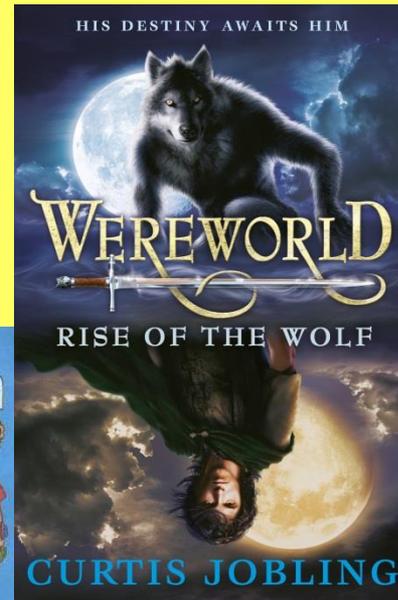
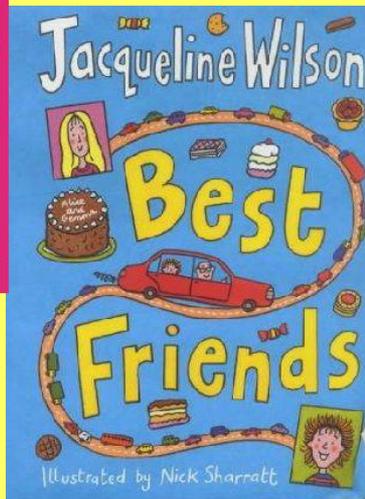
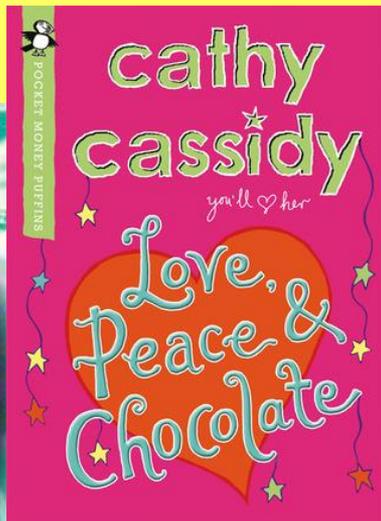
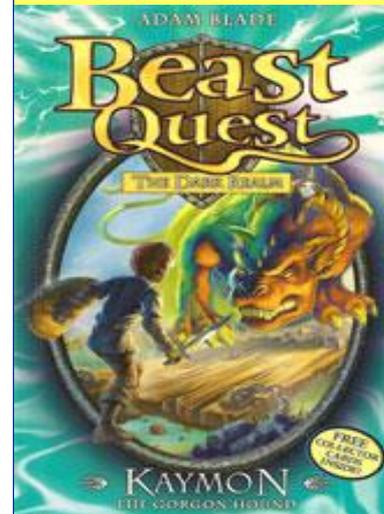
Read together for twenty minutes, three times a week – (or 10 minutes six times a week). Reading can be in the form of a library book and their own book.

We expect **all** children to have their reading book within school at all times. We offer regular opportunities for pupils to read and encourage your support with this at home.

Signing their planner and ticking three times each week to show they have done their reading is a necessity.

How to support your child with reading

Pursue their interests but encourage them to try different authors and genres.



How to support your child with reading

Talk about what they read, ask questions like:

Why do you think the boy did that?

What do you notice about how this page has been organised?

How did the author make that such a good ending?

Can you think of a better word than that?

Can you give me three phrases from that page that tell me the boy's feeling nervous?

Why did the writer choose that word?



Writing skills we are developing

Helping pupils to:

Write imaginative, interesting and thoughtful texts

Vary sentences and punctuate them accurately

Organise and present whole texts effectively

Construct paragraphs and create cohesion within and between paragraphs

Produce texts that are appropriate to purpose and audience

Select appropriate and effective vocabulary

How to support your child with writing

Encourage them to:

- Avoid 'lazy' habits with full stops and capital letters. They should be used correctly in work from all subjects – not just English!
- 'Think in sentences', when answering you at home get them to answer in full sentences saying where capitals and punctuation should go.
- Check through their work when writing at home- reading work out loud is a great way to spot mistakes.
- Write about special events or their weekends – recount in a diary.

Spelling

- Spellings will be set for pupils to learn for tests. This happens across all four years. These will be set as they occur in the schemes of work and, although frequent, may not be set every week- particularly when we move on to a reading focus half term.
- We use the LOOK – COVER – WRITE – CHECK method and find it very effective.

(Please check your child's planner for details, and encourage and help them to learn these spellings. Practising tests at home are a great way of preparing them?!)

Grammar/Punctuation

- Grammar, Punctuation and Spelling (GPS) now forms a big part of the English curriculum in Years 5 and 6 but we endeavour to maintain its presence in KS3 lessons too. Children will have grammar homework from time to time on www.spag.com in KS3 and it will be incorporated into their lessons throughout the year. In KS2, spag.com activities will be set regularly. A parent workshop will follow in the Autumn term to inform you on how to support your child with SATs style grammar questions and give you a better insight into the expectations of the children. You can even 'have a go' at some of the questions!!

Enrichment Opportunities



- We endeavour to further enhance children's learning each year and this year is no different with some of the following events;
- Readathon's/Book Week/World Book Day.
- Theatre Production Companies coming into school.
- Writing theme days.



Key Events to look out for in the Autumn/Spring Term

- 1) A support workshop centred around the new Reading Program on Tuesday 3rd October 5:30pm-6:30pm.



- 2) *An insight into Grammar* workshop for KS2.

Any queries and getting in touch...

If you are worried about your child in anyway, have any questions you would like to know, or would like further support on helping your child with literacy, then please arrange to talk to:

Their English teacher or their form tutor or Mr de Wit(Leader of Literacy)

Thank you for your time.