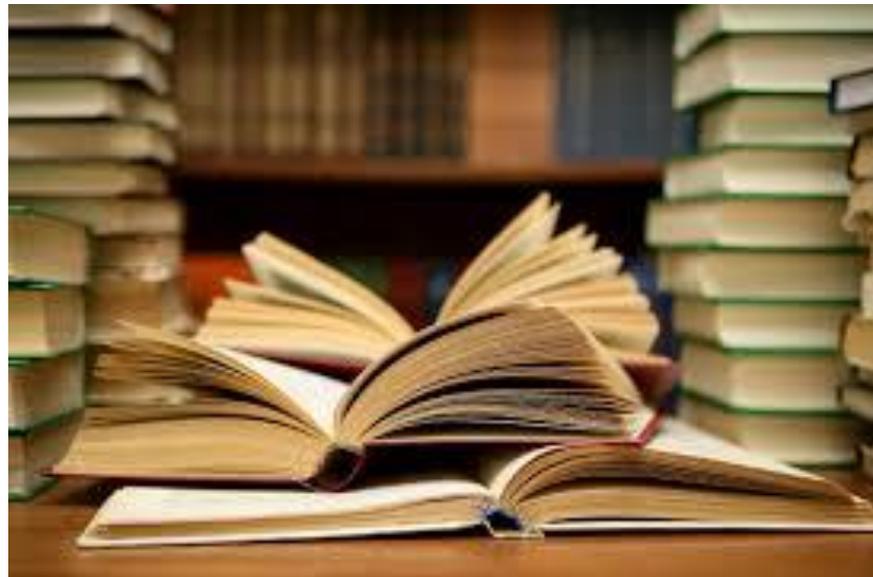


The most valuable thing you can do
with your child...Read!

‘The man who does not read has no
advantage over the man who cannot read.’

Mark Twain



The most valuable thing you can do with your child...Read!

‘Young people who enjoy reading very much are nearly five times as likely to read above the expected level for their age compared with young people who do not enjoy reading at all.’

National Literacy Trust, *Children's and young people's reading today*, 2012



The most valuable thing you can do with your child...Read!

‘Children who read for pleasure are likely to do significantly better at school than their peers, making greater progress in mathematics, development of vocabulary and spelling.’

Sullivan & Brown, *Social inequalities in cognitive scores at age 16: The role of reading*, 2013



The most valuable thing you can do with your child...Read!

‘Developing a love of reading can be more important for a child’s educational success than their family’s socio-economic background.’



Organisation for Economic Cooperation and Development , 2002

Reading at home

- Reading record format for children to log their own reading in. This will be checked once every week.

My Reading this week

Week Beginning: _____

	Book & Author	Pages read
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

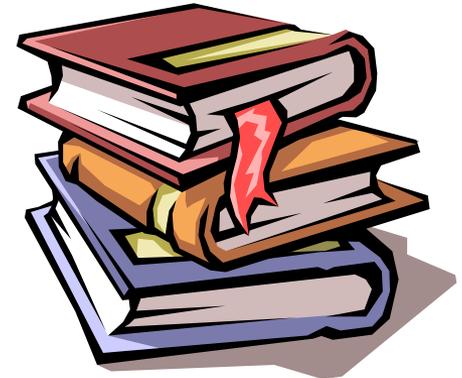
Saturday

Sunday

My comments

Adult's comments

Teacher's comments



- Must be filled in 5/7 days and signed to be marked off for the week.
- 10 weeks = bronze award, 20 weeks = silver award, 30 weeks = gold award
- Should be reading every day. Short bursts for reluctant readers but encourage good reading habits e.g. going to bed with a book.
- More confident readers should still read aloud occasionally for fluency.
- Reading suggestions/ resources ([Oxford owl](#))
- Better readers are better writers

Guided reading

- 1 x 25 min session per week in a group of 5
- Books covering a range of genres, some books may be challenging
- Reading aloud + discussion about books. As children become more confident, they begin to lead these sessions themselves
- “Homework” – chapters to read + blue book task (4 other reading sessions a week to complete this in)
- New curriculum – increased emphasis on children growing their vocabulary (encourage curiosity about language and words)

Literacy - Writing



- A variety of genres – fiction, non-fiction and poetry. Links to topics where appropriate.
- Book led literacy – using texts as a stimulus
- VCOP focus – Vocabulary, Connectives, Openers and Punctuation
- Writing targets
- Editing/feedback page for dialogue
- Correct spelling is given more emphasis in new curriculum! Spellings children should know will be written in the margin with the expectation that this is corrected



SPaG

SPaG test now forms part of SATs in year 6. Spelling is a HUGE part of this...

- In school, we will be using RWI scheme looking at spelling rules and patterns. Children will have spelling logs and are expected to correct words noted in their margin
- At home, please practise the sentence of the week – aimed at ensuring the correct spelling of high frequency words as well as trickier ones, and at punctuating correctly

Sentence of the week: When we write up our experiments in Science lessons, we always include a prediction, a hypothesis and a conclusion.

There are also key spellings children are expected to know by the end of year 5 and 6

- Grammar – word classes, verb tense, sentence construction
- SPaG homework every other week

Metacognition

- “Thinking about thinking” – developing children’s skills and attitudes as learners so they can problem solve, be independent and feel equipped to tackle challenges
- Encouraging them to take responsibility for their own learning and to become more self-motivated as a result

Attitudes

Bliss School Metacognition Project

Curious



Empathetic



Enthusiastic



Independent



Open minded



Pride in myself
and others



Reflective



Resilient



Responsible



Risk Taker



Skills

Bliss School Metacognition Project

Applying



Aware of Learning Styles



Collaborating



Communicating



Creating



Making Choices and Decisions



Questioning



Reasoning



Researching



Self Managing



Metacognitive Skills and Attitudes

- Two skills and attitudes will be focussed on in assemblies each month
- All are displayed in the classroom and will be linked in to lessons
- Children will be given a token when they display a skill or attitude in the classroom, in their work or around the school/ in the playground
- 10 marks for each skill and attitude = sticker on their record card, presented in assembly
- They can still collect marks when they reach 10 –All 20 to collect by the end of year 6
- Encourage them to use these skills and attitudes with their homework and to help them meet challenges outside of school

Independence and self-managing

- Year 5 = key time to start developing independence and responsibility
- Please leave children in the play ground – they should come in carrying all their own things independently
- Feel free to pop in and see me about anything
- Encourage children to get into a routine to help **them** remember what they will need each day. Reading books and records should come daily, homework by Wednesday, Guided reading books on their