



English  
At  
Dorchester Primary School



How to help your child in  
Year 6

Ways for **you** to help your child (ren) at home...



### **Speaking and Listening:**

Encouraging expression when they are talking and engaging them in talk about topics they like and get them to justify their opinions.

Trying to get them to follow multi-step instructions or repeat information you have told them.

Many games involve thinking about the meaning of words, drama or spelling. There are many child friendly versions:

- Children's Scrabble
- Pictionary
- Cranium
- Charades
- Boggle
- 20 Questions
- Eye Spy
- 'Yes/No game'
- 'I went to the shops and I bought' etc.



### **Reading:**

- Get them sharing a comic, magazine, TV/Radio Times and Information books with an adult/older sibling.
- Encouraging them to read with expression/voices.
- Looking at illustrations (reading the picture) and putting a story to the picture.
- Questioning them about what they have read:

*Opinions - Do you like that word the author has chosen? Why?*

*What words tell you about the sort of person the character in the story is? Can you find words within text? Where is the key word \_\_\_\_\_?*



### **Writing:**

- Practising the use of capital letters and full stops to show sentences and extend to question marks and exclamation marks.
- Giving them a reason for writing – thank-you letters for Birthday and Christmas presents, writing to pen-friends.
- Encouraging them to describe things they see (adjectives and adverbs or WOW words).
- During school holidays encourage your child to keep a diary (aim for 5 -10 sentences). This will help to avoid the “summer holiday dip” many children experience after six weeks without writing.

## Year 6 children need to know what good writing 'looks' like:

From this list you may be able to discuss areas for your child to work on:

<b>In my story I have:</b>
❖ a clear opening
❖ 2 or more events in sequence
❖ 2 characters
❖ story language
❖ some sentences with capital letters & full stops
❖ simple connectives (and, but, so, then)
❖ simple vocabulary (make, do, get, have, thing)
<b><i>If I am consistent in the above I am working at Level 2</i></b>
❖ a sensible order of events & a simple ending
❖ a setting
❖ more details about the characters
❖ at least half the sentences correctly punctuated
❖ some speech marks
❖ connectives (but, when, also, because, so)
❖ subjects & verbs generally agree
❖ simple noun phrases (one frosty day) & adverbs
<b><i>If I am consistent in the above I am working at Level 3</i></b>
❖ good plot with pace and logical events
❖ lively writing to interest reader
❖ characterisation & character interaction
❖ correct speech layout and correct tenses/voice
❖ mostly correct punctuation including commas
❖ complex sentences with connectives (although, if)
❖ expanded noun/adverbial phrases (a fierce, howling wind)
<b><i>If I am consistent in the above I am working at Level 4</i></b>
❖ well-structured paragraphs, appropriate to chosen genre
❖ narrative techniques (flashback, asides, dual action)
❖ some indication of thoughts/feelings of characters
❖ range of punctuation to enhance plot (add humour, pace)
❖ range of simple & complex sentences & precise language
❖ imaginative vocabulary
<b><i>If I am consistent in the above I am working at Level 5</i></b>

## How we teach Speaking and Listening

The aim is for children to communicate their thoughts, ideas and opinions clearly and succinctly, as well as listening to and reflecting on the ideas of others.

**We encourage children to turn-take in conversations and adapt their speech to a range of situations and audiences.**

The children are encouraged through drama activities and in many curriculum areas to investigate and experiment with movement, speech, space, physical objects and sound. They may be told to mime situations in drama to increase inventiveness and to develop non-verbal communication skills.

Through group work the children's skills for negotiating and decision-making are developed e.g. role play, mime, and puppetry.

The children are encouraged to offer a personal response to the performances of others, e.g. other pupils, amateur and professional groups.

Speaking and Listening is promoted through Class Assemblies, Circle Time, discussion, turn taking, role-play activities, hot-seating, acting out of play scripts, improvisation and debating opportunities.

### **How we teach Reading**

**We aim for the children to be able to read fluently and accurately for pleasure. To become fluent readers with the skills to access, engage with and enjoy a wide range of texts.**

We encourage children to read voluntarily for pleasure and to develop the ability to read fluently and with understanding.

We teach the children about different styles of reading material; fairy tales, reports, animal stories, etc.

In Guided Reading Sessions children are involved in lots of discussion, reflection and questioning about the text. They follow the same text in groups, usually with an adult to support.

### **How we teach Writing**

**Children are taught to match their writing style to differing audiences and purpose and to regard themselves as 'writers'.**

We aim for the children to write independently and to develop their ability to write in a wide range of genre, both fiction and non-fiction. They are taught the skills of planning, drafting, revising and editing their work and that of others.

The children may have told you about 'VCOP'. This is to remind them to use good **V**ocabulary (WOW words), **C**onnectives (and, but, nevertheless, furthermore etc), **O**peners (beginning sentences with \_\_\_\_\_ly words and \_\_\_\_\_ing words and re-arranging the order of sentences) and **P**unctuation (referring to the punctuation pyramid which reminds them of the range of punctuation they need to use in order to score higher levels in their writing).

### **Spelling**

**Our aim is to encourage pupils to become independent and accurate in their spelling. To be confident in using a wide vocabulary in their writing and to be aware of the difference between spoken dialect and written Standard English.**

Daily Phonics or Support for Spelling sessions take place each morning to teach the children the skills they need when breaking words down into sounds.

The “Look, Cover, Write, Check” method of spelling is also a good visual approach to the learning of spelling.

Children will have Word Books and Spelling Journals depending on their abilities as spellers.

### **Handwriting**

Your child should be aiming to join all letters in their written work. Every pupil should develop a clear, legible and fluent cursive style that is capable of being written at reasonable speed.

Literacy Team, 2011