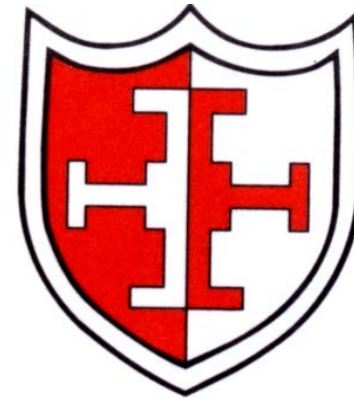


St. Chad's R.C. Primary School

Literacy



Reading & Writing.

Key Stage 2

A guide for parents

Big Writing.

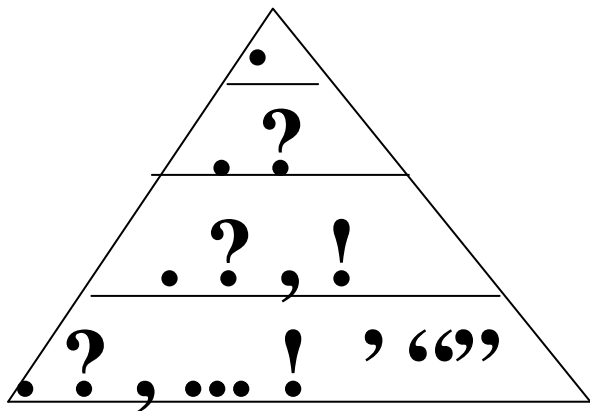
There are four openers:

- Open with a connective.
- Open with an adverb.
- Open with a present participle (.....ing.).

VOCABULARY
CONNECTIVES
OPENERS
PUNCTUATION

“Wow” words

- ambitious vocabulary is age



Use these at the start and in the middle of your sentences.

Level 1: and.

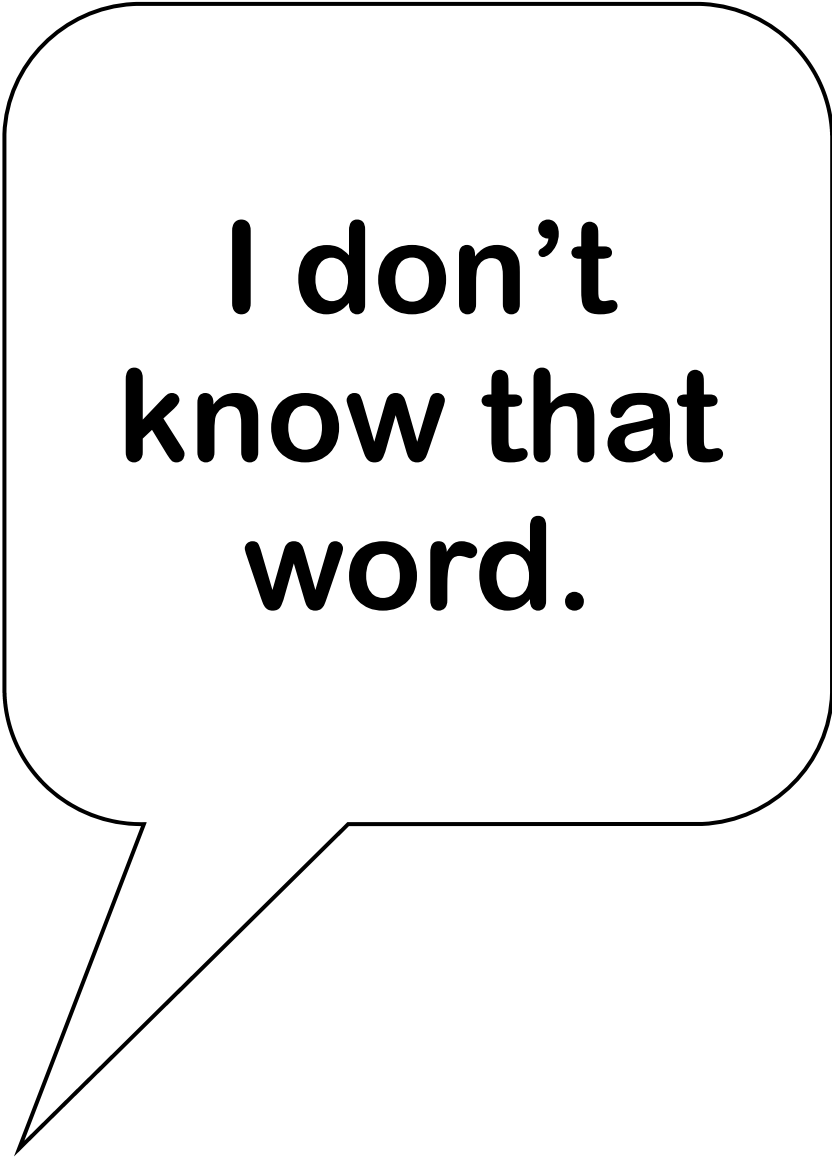
Level 2: but, so, then, because, when.

Level 3: if, after, while, as well as, although, however, also, besides, even though, never the less.

Level 4: in addition to, contrary to, despite, so as to.

By the end of Year 5 children should be able to spell all these words.

above	can't	half	only	suddenly	used
across	change	happy	opened	sure	walk(ed)
almost	children	head	other	swim-	(ing)
along	clothes	heard	outside	ming	watch
also	coming	high	own	think	where
always	didn't	I'm	paper	those	while
animal	different	important	place	thought	white
any	does	inside	right	through	whole
around	don't	jumped	round	today	why
asked	during	knew	second	together	window
baby	earth	know	show	told	without
balloon	every	lady	sister	tries	woke(n)
before	eyes	leave	small	turn(ed)	word
began	father	light	some-	under	work
being	first	might	thing	until	world
below	follow	money	some-	upon	write
better	(ing)	morning	times		year
between	found	mother	sound		young
birthday	friends	much	started		
both	garden	near	still		
brother	goes	never	stopped		
brought	gone	number	such		
	great	often			



**I don't
know that
word.**

Recall Questions



- Where does the story take place?
- When did the story take place?
- What did he/she look like?
- Who was he/she?
- Where did he/she live?
- Who are the characters in the book?
- Where in the book would you find?

Simple comprehension questions

- What do you think is happening here?
- What happened in the story?
- What might this mean?
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What words and/or phrases do this?
- What part of the story do you like best?

Index

- What's the difference between the index and the contents?
- If you want to find out about how could you do it?
- What's the best place to look for information about?
- If you can't find information in the contents, where else might you look?
- If there isn't an entry in the index, what might you do to find out about?
- How could I use the search engine to find out about....?
- Why are the sites found organised in this order? Why are 'hot links' useful?



Non-Fiction Text

General.

What's the purpose of this book? Why would you read it?

What makes it different from a story?

How has the author organised the material in the book?

What could you find out from this book?

Headings and Subheadings

- Where could you find out about in this book?
- Is there another way? What's the quickest way?
- How many levels of headings and subheadings does this book have? Are they statements or do they ask questions?
- Which engage the reader more effectively?
- Do you notice any of the headings when you scan the text?
- Do the headings describe the information that follows?

General Questions

- Can you think of another story which has a similar theme; eg. good over evil; weak over strong; wise over foolish?
- Do you know of another story which deals with the same issues; eg. social; moral; cultural?
- Which other author handles time in this way; eg. flashbacks; dreams?
- Which stories have openings like this?

Analytical Questions

- What makes you think that?
- What words give you that impression?
- How do you feel about...?
- Can you explain why ...?
- I wonder what the writer intended?
- I wonder why the writer decided to...?
- What do these words mean and why do you think the author chose them?
- Has the author used adjectives to make this character funny?

Being a Text Detective.

- What is your opinion? What evidence do you have to support your view?
- Using all the evidence available, can you tell me what you feel about...?
- Given what you know about ... what do you think?
- How would the views put across in this text affect your views on...?
- What would this character think about...?
(Possibly a present day issue)



Knowledge of context

Background knowledge and the overall sense of a passage can help.

Does that make sense?

Any clues in the picture?

Use the picture to help you.

Keep going. Read past it and look for clues.

Remember what's happened already.

Try that again and read from the beginning.



Grammatical knowledge

The position of words in sentences can help.

Does that sound right?

Read the punctuation.

Read those words/that sentence more quickly.

Read up to that word again.

Does that sound like a sentence?



Evaluation questions

- What makes this a successful story?
- What opinion do you have to justify your opinion?
- Does it work?
- Could it be better? How?
- Is it as good as...?
- How is it similar to...?
- How is it different to...?
- Is it as good as...?
- Which is better and why?



Poetry

Form - rhyme:

- Do you hear any repeating patterns in this poem?
- Can you predict what word the poet might have used here?

Form - rhythm:

- Can you hear any patterns in this poem when we clap the rhythm?
- Can you predict the rhythm of the last line if I clap the first three lines?

Figurative language:

- Describe/draw the pictures that the poem creates in your mind
- Find examples of simile/metaphor
- Find examples of alliteration/personification
- Describe the effect

Word Recognition,

Recognising high frequency words on sight and recognising parts of words e.g. *ing*, can help

Does that look right?

Is that a word you know?

Can you see a word you know?

Can you find that word again?

(for a repeated word)

Split the word up. Can you see a small word you know in the bigger word?



Phonics (sounds and spelling)

Letters represent sounds (phonemes)
Sounds are built into words (blending)
Some sounds are represented by more than one letter **igh**
Some sounds are represented in more than one way **ay, ai**

Does that look right?
Say the first sound.
Can you sound it out?
Can you blend those sounds
together?
Look at the beginning of the word.
Look at the end of the word.
Look at the middle of the word.



Language - word play:

- Do you notice anything special or unusual about the words the poet has used?
- Are there any words that could mean two things?

Language - vocabulary:

- Are there any words or phrases that you particularly like?
- What do you feel when you read this poem? Sad? Angry?
- Are there any words or phrases that stick in your mind?
- Has the poet used any words that we no longer use?

