Supporting Literacy Skills At Home – Top Tips

Reading: Level 5

• The more your child reads a wider range of genres, the more he/she will begin to understand how to write in different styles.

• Your children are not too old to read to you!

• Little and often is most effective for guided reading.
• Provide opportunities for your child to develop his / her reading stamina independently. In the SATs test, pupils need to be able to cover a large amount of text in 15 minutes.

• Read the same books as them / ask them to recommend books to you.
Supporting your child with level 5 reading skills: Question Stems

- Use the ‘Guided Reading Question Stems’ booklet to give you ideas for questions.
- As a general rule, the sections in the booklet are arranged in order of difficulty.
- Move beyond simple recall of the plot. As you read with your child, ask them a range of questions about the text.
- To aim for a level 5, children need to gain confidence when answering questions from the following assessment strands:
  - AF5 (writers’ use of language);
  - AF6 (writers’ purpose and viewpoint);
- We’ll visit these again later with some activities!
Supporting your child with level 5 reading skills: Answers

- Children can quite often explain what they mean orally, but when they write it down it’s not as clear or detailed.
- Encourage your child to answer in **detail** and **explain** answers clearly.
- Where possible, ask them to pick out words or phrases from the text to explain how they arrived at their answer. Remember the **PEE** chain (**Point**, **Evidence**, **Explanation**).
- Keep asking ‘Why?’ When a question asks why a writer has used a particular word / picture etc. The answer is NEVER ‘because it is effective!’ **Ask your child to try to explain WHY it is effective!**
- To help your child structure answers, encourage the use of phrases such as:  
  - ...this helps the reader to picture /understand...
  - ...the author wanted to show...  **EXPLAIN WHY!**
I'm a level 5 reader. 'I can...'

- Understand how a text affects the reader, and judge the effectiveness of a text in doing this.
- Understand the impact on a story if it were told from another character's point of view.
- Identify the differences between different genres.
- Quickly and effectively, scan a text for the information I need.
- Understand the difference between biography and autobiography.
- Comment critically on the language, style, success and bias of a range of non-fiction.
- Track the passing of time in stories.
- Discuss how the author uses inference and deduction for effect.
- Explain how language can be used to portray characters differently.
- Use primary sources to find information.
- Compare poems on similar themes.
- Discuss the differences between film and written versions of the same story and discuss why changes may have been made.
- Use a range of dictionaries and thesauruses.
- Discuss how descriptive language is used in poems.
- Enjoy reading a range of genres.
- Confidently read aloud a range of different texts using grammar and punctuation to help with expression.
- Use my knowledge of authors to help me choose a book to read.
- Compare settings in different books by the same author.
Catch the Reading Bug!

- ‘Bug Club’ is a new home-school reading scheme, which is designed to develop your child’s reading skills in a wide range of genres suitable for his/her reading age and level.
- ‘Bug Club’ also helps teachers track each child’s progress in reading.
- Please encourage your child to look back at the text before answering ‘Bug Club’ questions in detail, taking care to ensure grammatical accuracy too e.g. capital letters for proper nouns.
Catch the Reading Bug!

• Pupils should aim to read a minimum of one ‘Bug Club’ book per week, whilst reading other books for pleasure alongside the levelled books in the scheme.

• We request that all pupils read for a minimum of 20 minutes at least 3 times per week.

• Please return the reply slip asap if your child cannot access the Internet at home (spare letters available to take), so arrangements can be made to support your child.

• Let’s take a look:

School code: s9kl
Coral Ocean stood on the edge of the playground and waited. No one came near. All the other kids seemed to be absorbed in their own games. She gazed out through the railings and pretended to notice something interesting in the distance. Blinking back tears, she roughly rubbed her eyes and hoped that no one would notice.

“What’s up?” A tall boy had come across and stood bouncing a tennis ball against the shed.

“Clear off,” snapped Coral, not yet ready to even try.

“Keep your hair on,” muttered the boy. He spun round and raced back across the playground, bouncing his ball as he went. Coral could see him chatting to some other boys and pointing back at her.
Ideas for questions:
• For whom/ what is Coral waiting?
• Why does no one come near Coral?
• Why does Coral pretend to ‘notice something interesting in the distance’?
• Who/what has made her cry?
• Why has the author used the words, ‘not yet ready to even try’ when referring to her exchange of words with the boy?
• What is the boy saying to the other boys?
• How does Coral feel when pointed at by the boy?
Moving towards level 6 reading

As they move towards level 6, the children are expected to tackle more open ended questions. A good understanding of how to use the PEE technique successfully (Point, Evidence, Explanation) in the answer is required.

Sample question:

*What impression do you get of Sherlock Holmes during this conversation? Refer closely to the text to support your answer.*

(3 marks)
“It is not cold which makes me shiver,” said the woman in a low voice, changing her seat as requested.
“What then?”
“It’s fear, Mr Holmes. It is terror.” She raised her veil as she spoke, and we could see that she was indeed in a pitiable state of agitation, her face all drawn and grey, with restless, frightened eyes, like those of some hunted animal. Her features and figure were those of a woman of thirty, but her hair was shot with premature grey, and her expression was weary and haggard. Sherlock Holmes ran her over with one of his quick, all comprehensive glances.
“You must not fear,” said he soothingly, bending forward and patting her forearm. “We shall soon set matters right, I have no doubt. You have come in by train this morning, I see.”
“You know me, then?”
“No, but I observe the second half of a return ticket in the palm of your left glove...”
Example answer:
Sherlock Holmes appears to be a very **intelligent** and **observant** person. (Point) Whilst he is talking to the woman, he seems to take note of everything about her; for example, ‘...he ran her over in one of his quick, all comprehensive glances’. (Evidence and Explanation) Also, he **cleverly** works out how she arrived by noticing the return ticket she was holding. (Point and Evidence) He manages to do that and at the same time he can be **sympathetic** and **thoughtful**. He realises the woman is upset and tries to calm her by talking ‘soothingly’ and ‘patting her forearm’, (Evidence) which shows he has a caring side to his nature. (Explanation)
What about Writing?

Helping your child to prepare for the new Grammar Test

• Use grammatical terms, such as ‘noun’, ‘verb’, ‘adjective’, ‘adverb’ and ‘preposition’ when talking with your child about his/her writing.

• Work with your child to help develop a good understanding of any tricky grammar from the ‘Achieve Grammar L5 Revision’ home-school books.

• Use the examples in the book to help your child to understand the work in each section.

• Let your child play grammar and spelling games using the KS2 Bitesize website:
Q1. Circle the most suitable connective to complete the sentence below.
Amir went to the doctor ______ he was feeling ill.

however because despite yet

1 mark
A1. Circle the most suitable connective to complete the sentence below.
Amir went to the doctor ________ he was feeling ill.

however   because   despite   yet

1 mark
Q2. Which of the sentences below is punctuated correctly? Tick one.

Mr Jones my (neighbour looks) after our cat when we go on holiday.
Mr Jones my neighbour (looks after our cat) when we go on holiday.
Mr Jones (my neighbour) looks after our cat when we go on holiday.
Mr Jones my neighbour looks after our (cat when we go on holiday).

1 mark
A2.
Which of the sentences below is punctuated correctly? Tick one.
Mr Jones my (neighbour looks) after our cat when we go on holiday.
Mr Jones my neighbour (looks after our cat) when we go on holiday.
Mr Jones (my neighbour) looks after our cat when we go on holiday. 🔥
Mr Jones my neighbour looks after our (cat when we go on holiday).

1 mark
Q3. Which sentence uses commas correctly?
Tick one.
As it was raining so hard, we weren’t able to visit the castle.
As it was raining so hard we weren’t able, to visit the castle.
As it was raining, so hard we, weren’t able to visit the castle.
As, it was raining so hard, we weren’t able to visit the castle.
1 mark
A3. Which sentence uses commas correctly?
Tick one.
As it was raining so hard, we weren’t able to visit the castle. 🟢
As it was raining so hard we weren’t able, to visit the castle.
As it was raining, so hard we, weren’t able to visit the castle.
As, it was raining so hard, we weren’t able to visit the castle.
1 mark
Q4. max is coming here in december to learn english.
a) Circle the three words in the sentence above that should start with a capital letter.
b) For one of the words you identified above, explain why it needs a capital letter.

Word chosen ____________________
_________________________________________
_________________________________________
_________________________________________
_________________________________________
_________________________________________

2 marks
A4. max is coming here in december to learn english.

a) Circle the three words in the sentence above that should start with a capital letter.

b) For one of the words you identified above, explain why it needs a capital letter.

Word chosen: Max

Max is a proper noun (name of a particular boy) so it needs a capital letter.
Q5.

Put a tick to show whether the apostrophe in each sentence is used for **omission** or **possession**.

<table>
<thead>
<tr>
<th></th>
<th>Apostrophe for omission</th>
<th>Apostrophe for possession</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alisha’s the best in the class at maths.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We’ll finish this after lunch.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Samir’s picture is my favourite.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 mark
A5. Put a tick to show whether the apostrophe in each sentence is used for **omission** or **possession**.

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</tr>
</thead>
<tbody>
<tr>
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<td>✓</td>
<td></td>
</tr>
<tr>
<td>We’ll finish this after lunch.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Samir’s picture is my favourite.</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

1 mark
Sample Grammar Questions L6

Q6. A semi-colon can be used to separate two main clauses that are related. Insert a semi-colon in the correct place in the sentence below.

On the one hand, it would be exciting to go on the roller coaster on the other, I might not like the height!

1 mark
On the one hand, it would be exciting to go on the roller coaster; on the other, I might not like the height!
Q7.

Put a tick in each row to show the type of adverb.

<table>
<thead>
<tr>
<th></th>
<th>Adverb of manner</th>
<th>Adverb of time</th>
<th>Adverb of frequency</th>
<th>Adverb of place</th>
</tr>
</thead>
<tbody>
<tr>
<td>outside</td>
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<tr>
<td>sometimes</td>
<td></td>
<td></td>
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<tr>
<td>today</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>secretly</td>
<td></td>
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</tbody>
</table>

1 mark
A7.

Put a tick in each row to show the type of adverb.

<table>
<thead>
<tr>
<th>Word</th>
<th>Adverb of manner</th>
<th>Adverb of time</th>
<th>Adverb of frequency</th>
<th>Adverb of place</th>
</tr>
</thead>
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<tr>
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</table>
Wonderful Writers

The more frequently your child writes, the better they will get!

- Remind your child to have his/her current literacy target to hand when writing for all purposes, subjects and homework.
- Practise little and often with a focus on a particular skill or genre e.g. vary text types and genres or focus on linking paragraphs.
- Encourage your child to use VCOPS (see diaries) as they write.
- Listen to your child talk about topics before he/she starts to write.
- Rehearse sentences orally and then have a go (e.g. mini white-boards are useful at both home and school).
- Praise and encourage proof-reading.
- Encourage children to start sentences in a variety of ways and to vary sentence lengths and punctuation.
- Help your child to think and write like an author, considering the reader as they write. Promote adventurous vocabulary – provide a dictionary or thesaurus to help with this.
Thanks for coming

- Any general questions?

- Please feel free to stay behind to chat with one of the teachers if you have a specific question about your own child.