



Easter Holiday Homework and SATs preparation

Dear Parents,

Your children have been working incredibly hard to prepare for their SATs, which this year will be taking place during the week beginning Monday 13th May 2019. We are all really proud of the effort that they have been putting into their work throughout the course of the year, and most recently in their practice SATs last week.

Over the holidays, we want the children to enjoy the break from school, to relax and unwind, to enjoy some quality family time and to come back to school ready for the final push after Easter.

However, whilst it's important for the children to have plenty of 'downtime', we also recognise just how hard they have worked and the progress that they've made, which is why we are encouraging the children to continue to undertake frequent 'little and often' activities to help keep their brains active and to continue to ensure that they remember as much of what they've learnt as possible.

By focussing for a short period of time each day on the enclosed tasks, I strongly believe that the children will be in the best possible position for the final push towards SATs once school resumes after the end-of-term break.

If the children were not to do any work at all over the holidays then it's more likely that they will forget elements of what they've spent so much time and effort getting to grips with over the course of this year, and indeed throughout their time at Wroxham.

Therefore, I have enclosed a set of 10 daily exercises (please do not sit them all in one go – they should be sat one per day, across each weekday of the holidays). These should be fairly quick to complete, taking perhaps 10 minutes to work through, plus 5-10 minutes to work through the answers afterwards. All the questions are based on work we have done in lessons this year and are similar to what we expect to see in the SATs papers.

It's really important that if the children have incorrectly answered a question that they work out why this is the case (using the enclosed green pen). It may well be that they made a silly arithmetic error or a times table error. However, there could be an error in their understanding, their process or their application. Identifying and correcting such errors in working is where the real value is for the children. As such, I have uploaded copies of the answers, with full working onto the Y6 Blog. Please do look at this document, as it will show both you as parents, and also your child, the methods that we have taught them as a school.

Further to this, being fluent in reading, understanding what's been read and having good comprehension are all vital life skills; in addition to being key skills for tackling the SATs papers and preparing the children from Secondary School. So, please do keep reading with your child and keep reading to your child.

I have included some examples of questions that you might like to discuss with your child overleaf.



Reading, even in Year 6, is honestly one of the most important ways in which you can support your child and children should be provided with opportunities to read for pleasure, as well as reading to promote fluency and understanding.

In terms of arrangements for when the children return from Easter, the first day back will be a chance for them to settle in after the holidays. The Wednesday-Friday will then be 'Mock SATs', this is a chance for the children to get used to sitting the papers in the Hall, and other areas of the school. The focus for this set of papers is more to do with ensuring the children feel comfortable in their surroundings and with the format of the tests.

We will then have two weeks of normal lessons, before the real SATs tests are taken during the week beginning Monday 13th May. I will be in touch with further details about SATs week after Easter.

Both the mock and real SATs are not something that either you or your children should worry about. As I said earlier, every single member of the class has been working really hard this year and they have all had their own successes, of which they should be incredibly proud. All we ask is that they try their best – which I'm sure they will.

I hope that you and your family all have an enjoyable and relaxing Easter break.

If you have any questions at all, then please do let me know.

With best wishes,

Mr Ritson





KS2 reading prompts

Parents often wonder how they can help to develop the reading skills of children who are already fluent readers. The best way is to continue to share books with your child, regularly listening to them read, sometimes reading to or with them, but also discussing books read in increasing depth.

To become good readers children need to develop skills in seven key areas and it can be useful to think about these when reading with your child.

Decoding: this is the skill that parents are generally most familiar with, and deals with the varying strategies used by children to make sense of the words on the page. Even fluent readers can be stumped by an unfamiliar word, and it is useful at these times to discuss the range of strategies used to make a sensible guess.

Retrieval and recall: early readers need to develop this skill, in order to locate important information and to retell stories and describe events.

Inference: reading between the lines. Encouraging children to make inferences based on clues in the text and their understanding of the context of the book will help them to develop this important skill.

Structure and organisation: as children read a wider range of text types, they need to be able to comment on the features of each and how they are organised. Discussing the presentation of the text, e.g. the use of subtitles to assist reading of a non-fiction text, and the author's reason for organising the text in this way, will support children's development in this area. Making links between the *purpose* of the text and its *organisation* is a useful place to start.

Language: specifically, thinking about the language choices made by writers, their possible reasons for making those choices and the effect the choices have on the reader. Discussing alternative choices and their effects can be a good way to begin discussion about the author's language and an opportunity to develop vocabulary generally.

Purpose and viewpoint: who is the narrator of this story? What does the writer of this biography feel about his/her subject? Children need to understand that writers write for a purpose, and to be able to recognise that this will have an impact on the way a text is written. Newspapers and advertisements are perfect examples of this and can lead to lots of lively discussions.

Making links: as adults, we are constantly making links between ideas and experiences. Good readers connect the book they are reading with real life experiences; with other books read and stories heard; with films; and with the context in which they were written. A child reading 'Goodnight Mister Tom', for example, will need to place the story within the context that it was written to fully understand it. They might also link it with other stories read, such as 'Friend or Foe' or 'Carrie's War'.

Overleaf are some questions linked to the above points, which I hope you will find useful. It is not necessary to ask every question each time your child reads, of course, but they may prove to be useful prompts to start a more focused discussion.



- What has happened in the story so far?
- What do you think will happen next?
- Who is your favourite character? Why?
- Who is the character you like least? Why?
- Do you think the author intended you to like/dislike this character? How do you know?
- Does your opinion of this character change during the story? How? Why?
- Find two things the author wrote about this character that made him / her likeable?
- What are the clues that this character is liked/disliked/envied/feared/loved/hated?
- If you met one of the characters from the story, what would you say to him / her?
- Which part of the story is your favourite / least favourite? Why?
- Would you change any part of the story? How? Why?
- Would you change any of the characters? How? Why?
- Which part of the story was the funniest/scariest/ saddest/ happiest? Find some evidence in the text to support your opinion.
- What is the purpose of this book? How do you know?
- Why is this page laid out in this way? Could you improve it?
- Pick three favourite words or phrases from this chapter. Can you explain why you chose them?
- Did this book make you laugh? Can you explain what was funny and why?
- Have you read anything else by this author? Is anything similar?
- Does this book remind you of anything else? How?
- When do you think this book was written? How do you know? Does it matter? What would it be like if it was written now?
- Do you think the title of the book is appropriate? What would you have called it?
- What is the genre of the book: sci-fi, mystery, historical, fantasy, adventure, horror, comedy? What are the features that make you think this?
- Find a copy a group of words which describe the setting.
- Is the plot fast or slow moving? Find some evidence in the text, which supports your view.
- If the author had included another paragraph before the story started what do you think it would say?
- Would you like to read another book by this author? Why/ why not?
- What does this word/phrase/sentence tell you about the character/mood/setting?
- By writing in this way, what effect has the author created/did the author intend to create?
- How has the author made you/the character feel?
- Through whose eyes is this story told?
- What is the main point in this section of the text?
- What does X mean? Why might the author have chosen this specific word?
- Explain how a character's feelings change throughout the story. How do you know?
- What does the word...tell you about...? Does the author use another word to do the same?
- By writing in this way, what effect has the author created?

Of course, it doesn't have to be you asking the questions. Why not turn the tables and let your child ask you about your reading material?

The greatest encouragement for your child is to see you - their most influential role model - reading.



A reminder of strategies for learning spellings:

<p>Look, say, cover, write, check</p>	<p>This is probably the most common strategy used to learn spellings. Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail. Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. Cover: cover the word. Write: write the word from memory, saying the word as you do so.</p>	<p>Drawing an image around the word</p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p> <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p> 
<p>Trace, copy and replicate (and then check)</p>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory. Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly. If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>	<p>Words without vowels</p>	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>:</p> <p>f _ _ _ ld</p>
<p>Segmentation</p>	<p>The splitting of a word into its constituent phonemes in the correct order.</p>	<p>Pyramid words</p>	<p>This method of learning words forces you to think of each letter separately.</p> <p>You can then reverse the process so that you end up with a diamond.</p> <p style="text-align: right;"> p py pyr pyra pyram pyrami pyramid </p>
<p>Quickwrite</p>	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>	<p>Other strategies</p>	<p>Other methods can include:</p> <ul style="list-style-type: none"> Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on. Making up memorable 'silly sentences' containing the word Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word Clapping and counting to identify the syllables in a word.
<p>Drawing around the word to show the shape</p>	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> 		