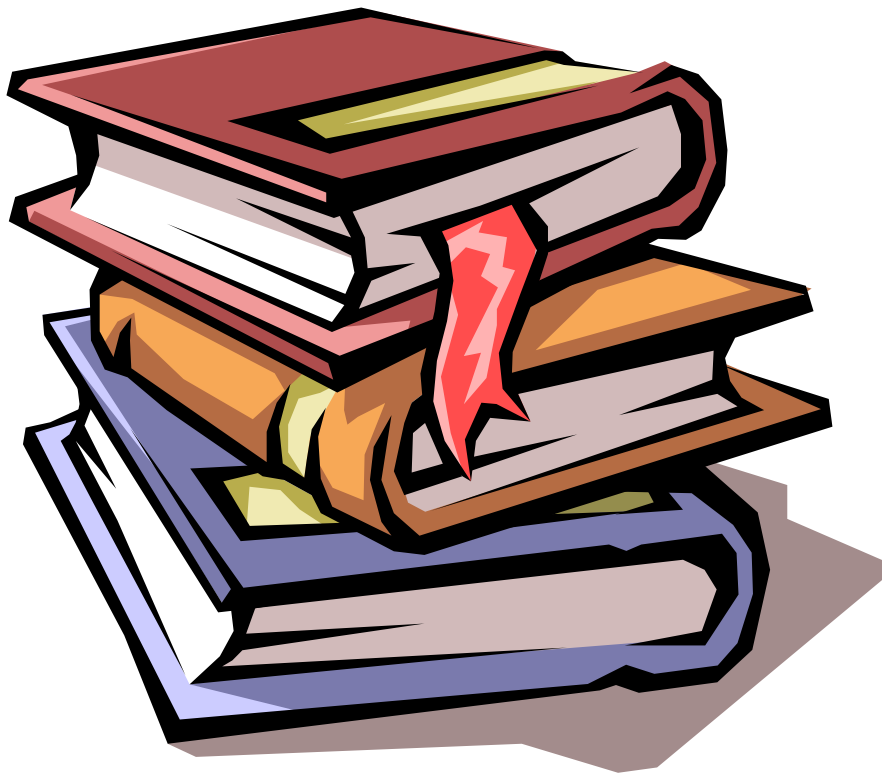


1

Eastling Primary School
Literacy Targets



A booklet for parents and
children
Summer Term



Help with writing:

Tick these skills off when you see them:

- Can write a simple sentence which includes a noun (name), action (verb) and description (adjective) alone ee.g. "Bill had a big house.
- Start to use some descriptions of action (adverbs) eg quickly
- Letters in words sometimes join in script formation
- Deep letters are deep (eg p,j,g) and all letters sit on the line

[Children should know that sentences start with a capital letter and end with a full stop.]

Spelling:

These are part of the core words list for this term- can you spell them all (and then use them in 'free' writing)?

- | | | | | |
|-----------|--------|-------|--------|-------|
| 16. must | make | more | made | much |
| 17. look | little | some | like | right |
| 18. then | their | when | this | two |
| 19. see | about | could | before | other |
| 20. which | what | where | who | want |
| 21. ask | home | am | house | any |
| 22. yes | every | run | round | very |
| 23. got | sat | good | soon | give |
| 24. boy | dog | play | girl | day |

[Useful Links](#)



We've put the words in small groups to be more manageable on a weekly basis

Three new words I've learnt from my reading books are:

--	--	--

What literacy work is going on?

Traditional Stories	Children will be looking at Traditional stories— these really help with later writing if children know how a simple story is structured.
Non-fiction	Children will be looking at non-chronological reports eg those that don't follow a timeline. They will be doing a report based on topic headings rather than items that follow on from each other.
Poetry	We'll be looking at poems concerning the weather and our favourite poems during the term.
Non-fiction Report writing	Report writing and recounts of things that we have experienced
The types of writing will centre on types of books or stories and will also include spellings, punctuation and grammar as part of the lesson. Guided Reading in groups also reinforces learning, also including handwriting, comprehension and expanding vocabulary.	

Some games to play that will help!

The Blending Game

Choose a picture in your head but don't tell your child which one. Sound out the word e.g. 'c' 'a' 't', and ask your child to guess the word and picture. When your child is good at this then swap over roles.



I went to the party

A game where each player starts with "I went to the party and took some.." Each turn you have to add another item starting with the same letter—it doesn't matter how crazy the party becomes so you could have "cake", "candles", "carpets" and "cargo ships"!

Helping with reading

Please read with your child at least three times a week—even if they are “good” readers.

Tick these skills off as you hear them

- Children check if what they've read doesn't make sense
- Reads familiar texts aloud with pace and expression
- Starting to recognise and use new words from reading
- Expresses a preference for certain story types.
- Uses punctuation to help read aloud.
- Wants to read to younger brothers/sisters (even toys and pets)



Tick these skills off when you hear them:

- Your child splits words into 'bits" to help decode them eg for/ward
- Children re-read a section when they notice an error
- Child keeps going and doesn't lose interest in the text
- Comments on the different ways books can be set out.

LIBRARY

Here are some suggested authors you might want to try:

(Remember to use the school library and Faversham Library on a regular basis)

[Useful Links](#)

