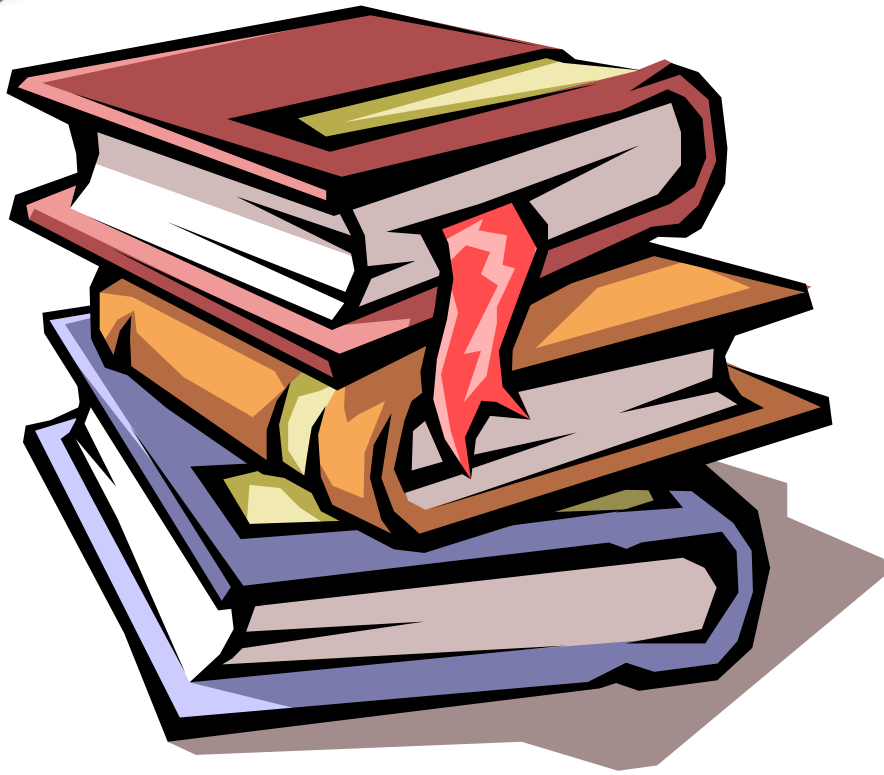
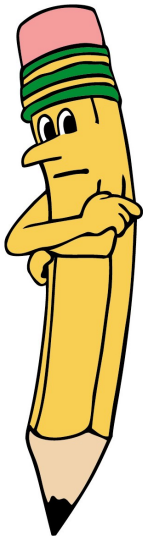




Eastling Primary School
Literacy Targets



A booklet for parents and
children
Summer Term



Help with writing:

Useful Links 

Tick these skills off when you see them:

- I can show you words which I think are effective and begin to tell you why.
- I am beginning to comment on examples of how authors express different moods, feelings and attitudes.
- My comments show that I have a basic awareness of writers' viewpoints.

[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)?

Useful Links 

occur forty lightning embarrass

determined recognise twelfth opportunity

vehicle exaggerate suggest

immediate(ly) accompany

restaurant accommodate



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

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

What literacy work is going on?

Useful Links 

Instruction	Children will investigate how and why we use instructions and their formats . They will produce work which will enable others to learn new skills, or complete tasks. The outcome of this unit will be multi-modal and enable children to present their work in a number of ways including video.
Formal/Persuasion	An investigation of leaflets and how they are used to both inform and persuade us. Linking this to Geography will enable children to widen their understanding of a place/location by producing work which persuades us to visit, incorporating a range of writing styles to interest the reader.
Playscripts	Our playscripts will be dominated by our own production towards the end of this year! We will focus on the structure and genres of playscripts, the common features and stage directions along with a strong focus on grammar and punctuation.
Stories in familiar settings	Looking at a range of genres and being challenged to write both interesting and innovative stories whilst developing vocabulary and punctuation. We aim to develop the depth of both characters and settings to immerse our readers and make our stories as interesting/appealing as possible.
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.	

We are now providing a range of more challenging books for our top class to enjoy - have a look at the school library stock [here](#).

Helping with reading Please read with your child at least three times a week—even if they are “good” readers. Here are some sample questions:-



1. Describe in your own words(interpret)
2. What do you think will happen because of ...(infer/deduce depending on text evidence)
3. If this was you - how would your friends react? (interpret and deduce)
4. Can you explain what must have happened when....?

Use a variety of texts (information books as well as story books. Even at this level, the ability to read, create and understand illustration, diagrams and tables appropriately is important.



Tick these skills off when you find them:

- Able to effectively use index, contents and glossary to find information
- Willing to try out new genres and authors in their reading
- Able to review a book adequately, giving their own extended opinion about character and plot.

LIBRARY

Here are some suggested authors you might want to try:

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

