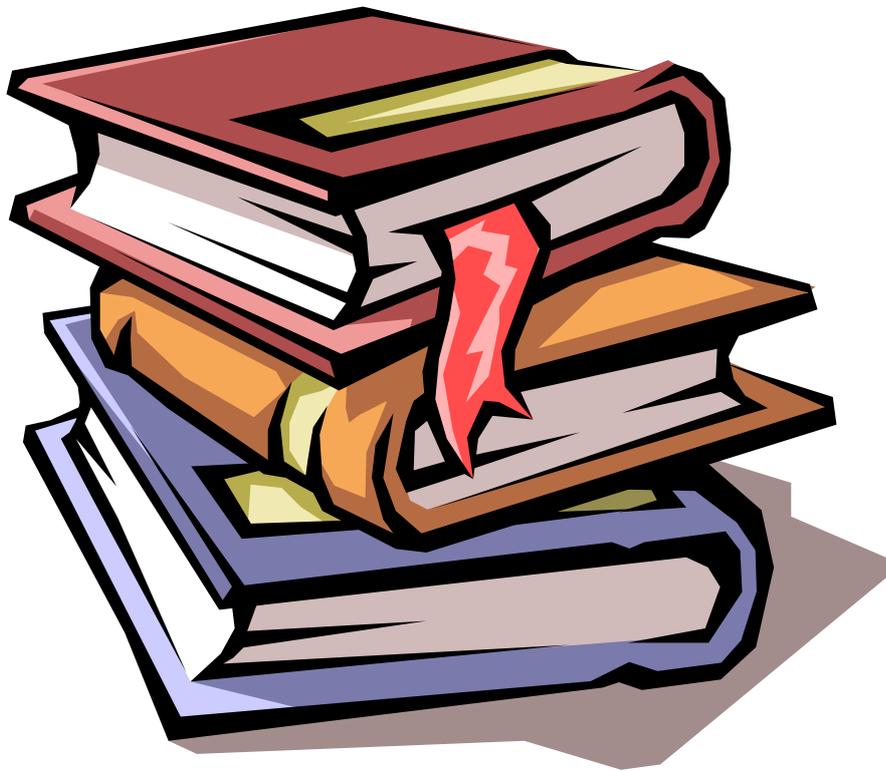
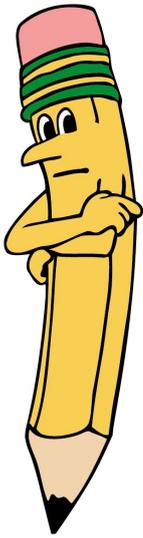


Eastling Primary School
Literacy Targets



A booklet for parents and
children
Summer Term



Help with writing:

Tick these skills off when you see them:

- I can develop my characters - the things they think to themselves as well as say to each other.
- I can write an opening paragraph that introduces the piece of writing.
- I can make sure the writer's viewpoint is clear and maintained

[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)?

available competition interrupt
sacrifice environment necessary
persuade category desperate
controversy yacht programme secretary
government interfere apparent excellent
individual sufficient



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?

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
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.	

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



Try this sort of questioning when you hear reading:

Which word told you that

Which word told you that this is not the first comic strip about Superkid?

What does the word..... imply about.....?

What does the word 'plush' imply about the owner of the house?

Why is in

Why is this paragraph in bold print / italics?

What does tell you about

What does “a great armour-plated centipede” tell you about the wall?

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.

[Book Review](#)

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](#)

