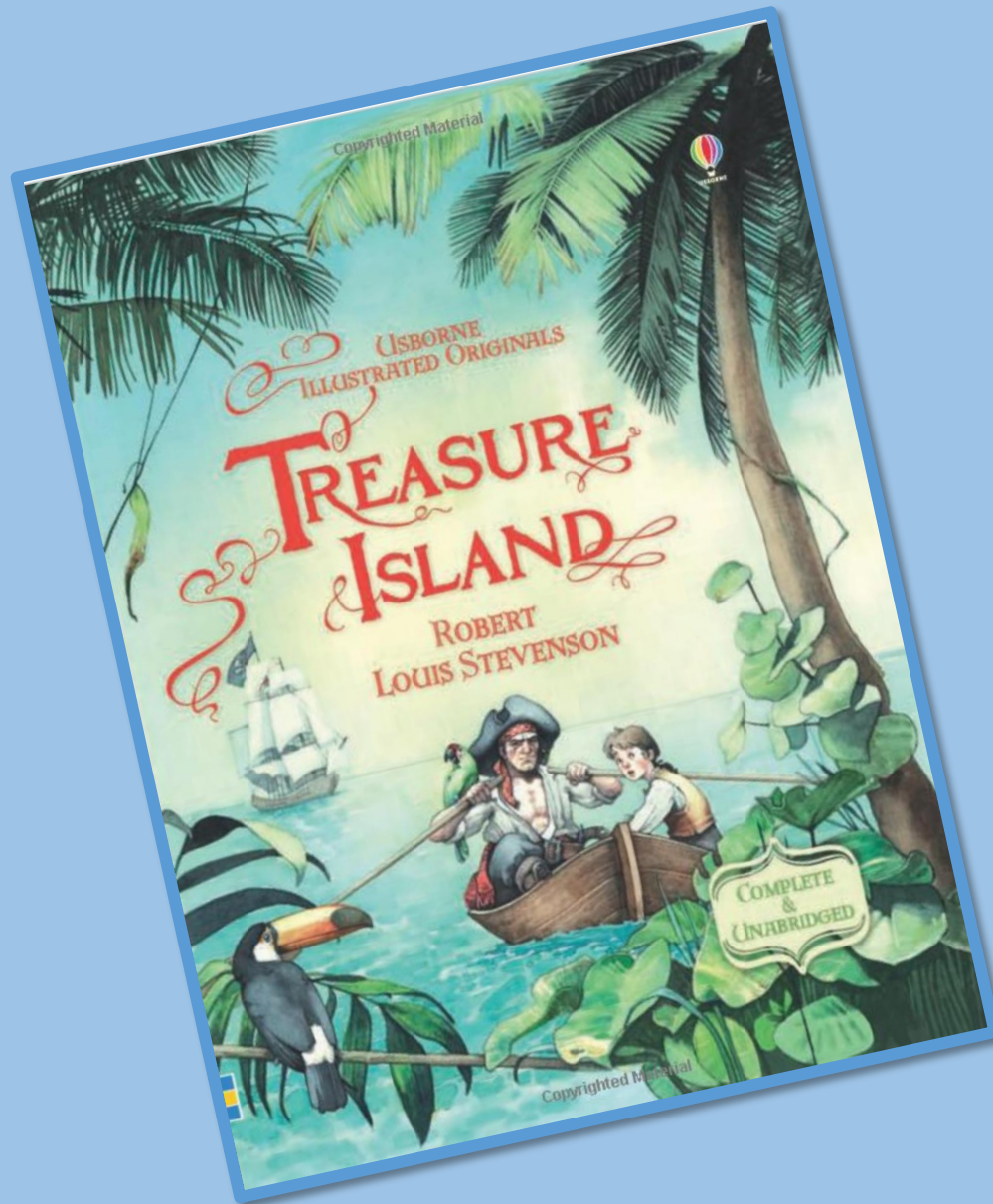




ECAD6008
Language, Literacy &
Communication
Session 3
Key Stage 2

Subject knowledge & skills



Aims of this session

Review
subject
knowledge

Look at the
range of
literature at
KS2

Plan for a
literature-
based
theme

Consider
the use of
poetry

Look at
shared
writing

Plan for
guided
reading

Look at the range of literature at KS2

Learners should be given opportunities to:

read a wide range of continuous and non-continuous texts, in printed and dynamic format, as a basis for oral and written responses. These should include:

- extracts and complete texts
- information and reference texts
- traditional and contemporary poetry and prose
- classic children's fiction and poetry
- graphic novels and picture books
- drama, including drama in performance
- texts written by Welsh authors, texts with a Welsh dimension and texts from other cultures

What about oracy?

Learners should be given opportunities to:

write for a variety of purposes, including to:

Recount instruct inform explain argue/persuade
discuss/analyse evaluate narrate describe empathise

write in a range of continuous and non-continuous texts in a variety of forms, *e.g. letters, diaries, articles, stories, reports, speeches, short plays and scripts, leaflets, advertisements, posters, web pages, questionnaires, reviews, soliloquies*

- write for a range of authentic audiences, real or imagined, *e.g. peers, younger learners, teachers, family members, historical and fictional characters*
- produce poetic writing, using imagery and poetic devices, *e.g. rhyme and form*
- use a wide range of written and dynamic stimuli, *e.g. stories, picture books, images, poems, experiences, film, paintings, music*
- use appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, *e.g. authors, peers.*

Learners should experience a language-rich environment where oracy, reading and writing experiences are connected.

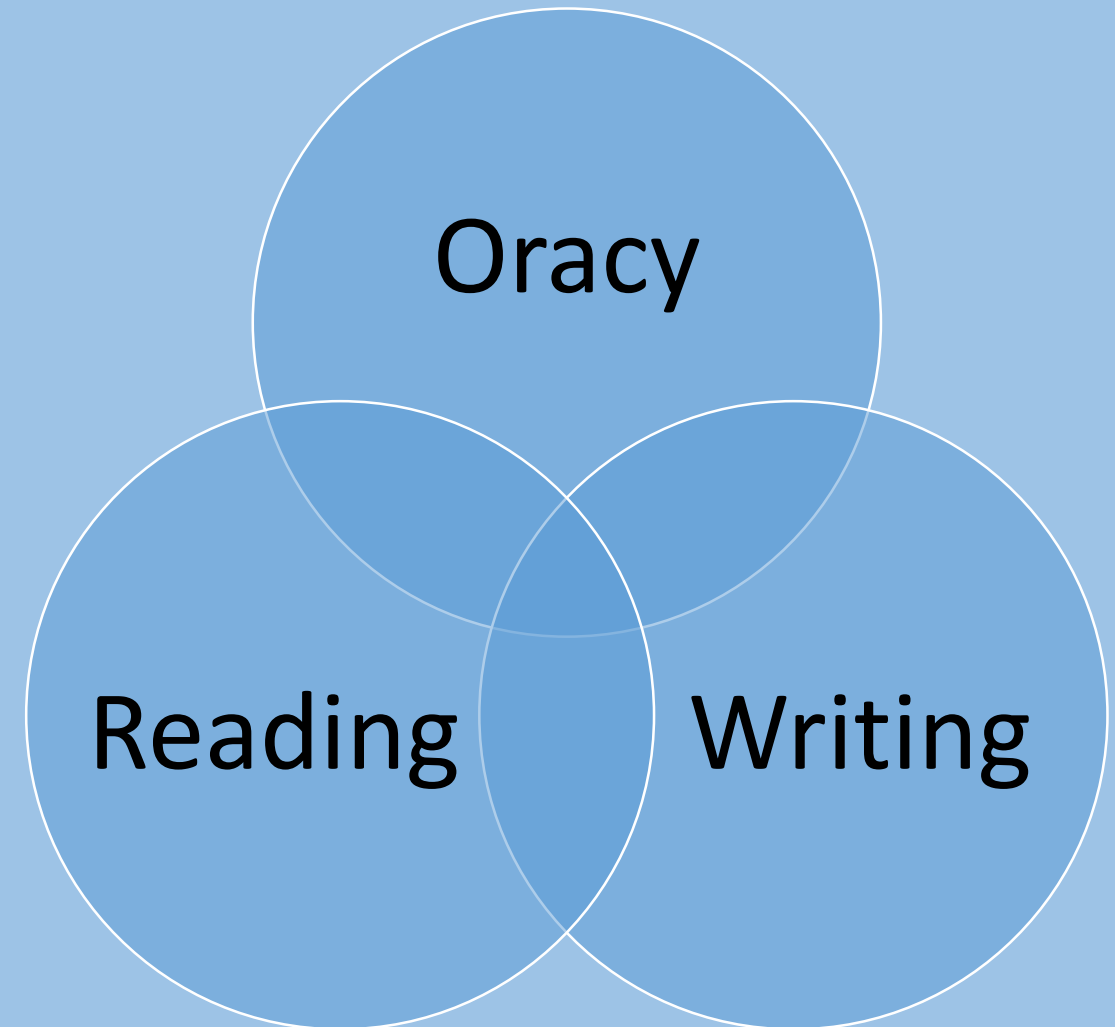
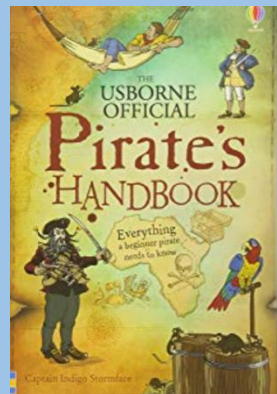
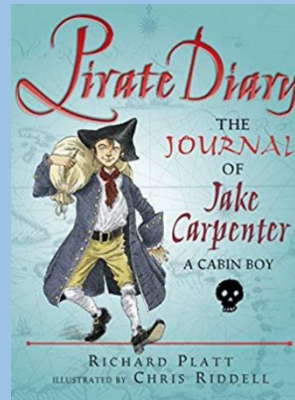
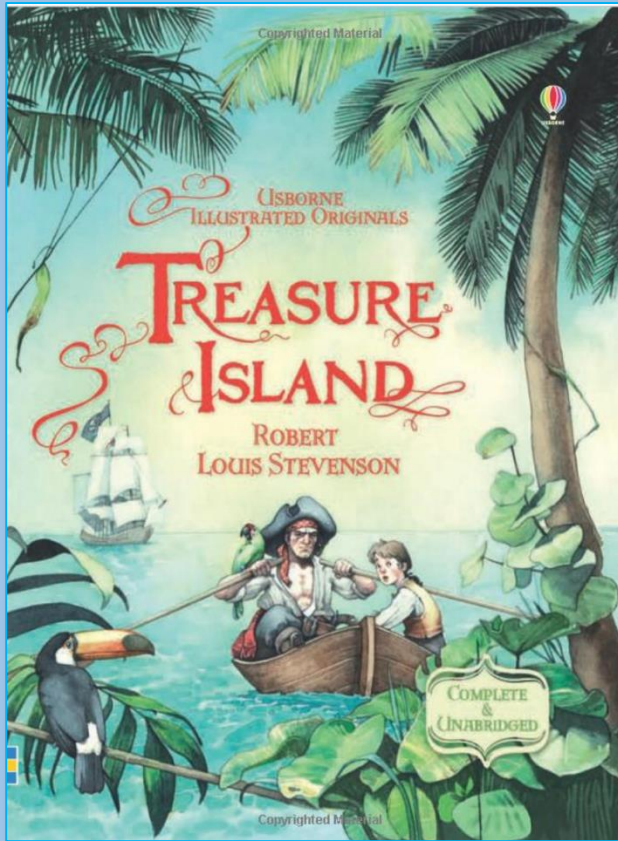
Language and literacy are best taught imbedded into cross-curricular work

“Learners should experience a language-rich environment across the key stage where oracy, reading and writing experiences are connected.”

Welsh Government (2015) *English Programme of Study*



Literature-based thematic planning - planning a series of lessons



What is Guided Reading?

- It is a context in which a teacher supports each reader's development of effective strategies for processing text at increasing levels of difficulty;
- The goal of Guided Reading is for pupils to become fluent readers who can problem solve strategically and read independently and silently.

Why is it important?

- It is the most effective way of teaching reading skills to pupils because it enables you to focus on the learning needs of a small group of children;
- In a small group, you are able to give each child a lot of attention but the pupils can also discuss the texts and the reading process and learn from each other.

Strand	Element	Aspect
Reading	Locating, selecting and using information	Reading strategies
	Responding to what has been read	Comprehension
		Response and analysis

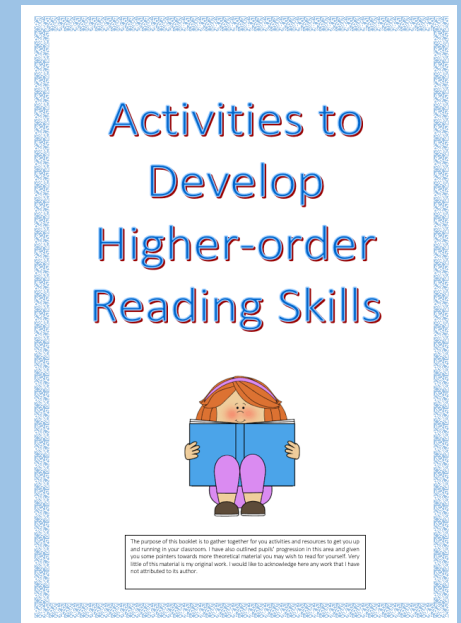
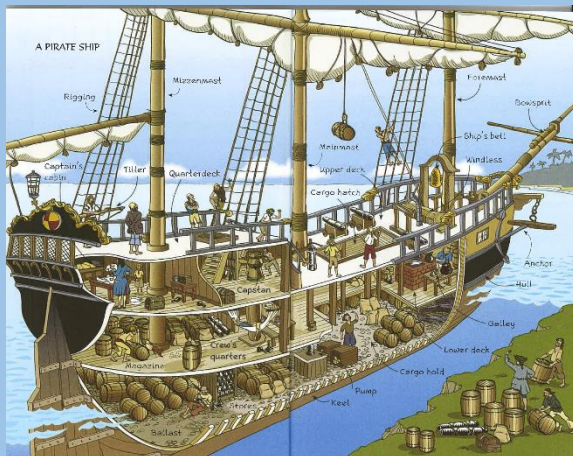
Planning for guided reading

Use the template provided to plan a guided reading session for a Year 4 group.

You will need to:

identify a learning objective;

- think about how what you and the children will do as you read;
- Choose an activity could you give the children to consolidate their learning?

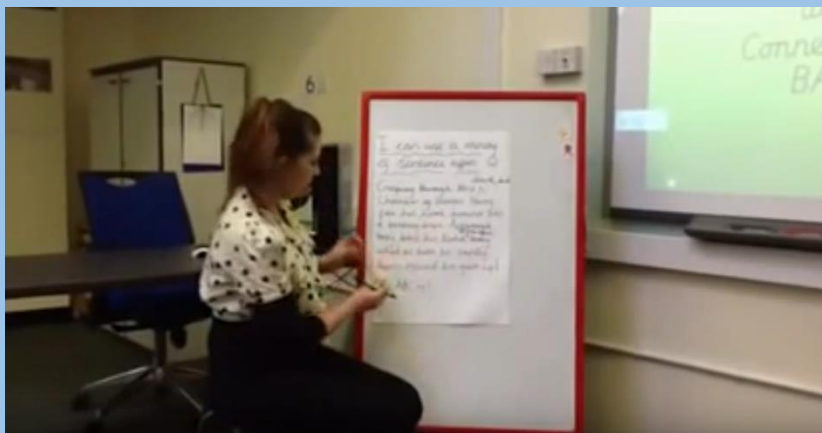


[Planning Guided Reading Sheet.docx](#)

You will find the reading booklet useful.

What do we write?

poster
information
interview
slogan
argument
letter
message
invitation
e-mail
questionnaire
notes
commentary
instructions
blog
review
report
diary
express opinion
rules
blurb
bulletin
speech
article
rules
blurb
bulletin



<https://www.youtube.com/watch?v=voyEPyHaiRg>

Shared and modelled writing

Modelled writing

The teacher will write 'thinking aloud' and the learners can observe and support the process of writing as thoughts are recorded.

It is important in modelled writing to ensure the learners

Observe the intention of why you need to write (purpose)

Directionality of writing

Choice of words / grammar etc.

Shared writing

Again this is similar to modelled writing but the children participate in the process far more. Here are some of the things you can do:

Use shared and guided writing to model and to discuss ways in which language can be presented

Discuss phrasing, words and punctuation

Develop a vocabulary for discussing writing e.g., verb, adjective, etc.

Talk with children about why it is useful to develop a good knowledge about language

Discuss words and their meanings and origins

Talk about morphemes and how words are put together.

Make collections of words, for example, homonyms, antonyms, synonyms, loan words, homographs and homophones.

Poetry



Subject knowledge & skills - punctuation

Before you do anything else read these two letters ...

and spot the difference.

Passage A

Dear Jack,

I want a man who knows what love is all about. You are generous, kind, thoughtful. People who are not like you admit to being useless and inferior. You have ruined me for other men. I yearn for you. I have no feelings whatsoever when we're apart. I can be forever happy – will you let me be yours?

Jill

Passage B

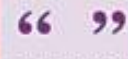
Dear Jack,

I want a man who knows what love is. All about you are generous, kind, thoughtful people who are not like you. Admit to being useless and inferior. You have ruined me. For other men I yearn! For you I have no feelings whatsoever. When we're apart I can be forever happy. Will you let me be?

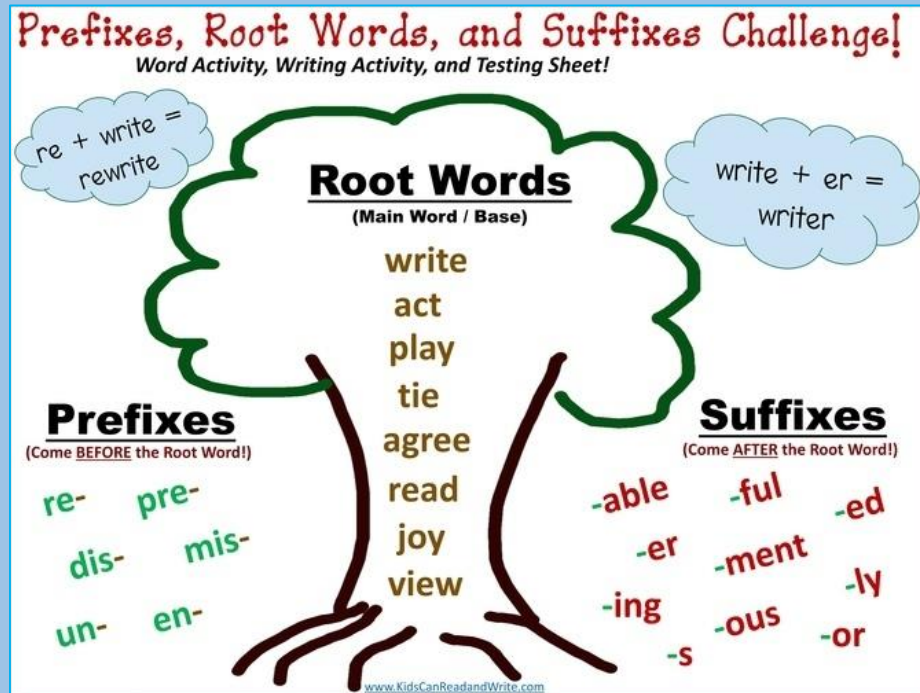
Yours,

Jill

From Eats, Shoots & Leaves, Lynne Truss, Profile Books, 2003.

PUNCTUATION	
	FULL STOP A full stop marks the end of a sentence. Roy pushed his bicycle all the way home. One of the tyres had a puncture.
	QUESTION MARK A question mark indicates the end of a question. What is your name? Do you need a full stop if you have used a question mark? No.
	EXCLAMATION MARK An exclamation mark is used to end a dramatic sentence or statement. Don't put your hand in the fire! Halt!
	SPEECH MARKS Speech marks indicate direct speech, i.e. the exact words spoken. Single or double inverted commas may be used. "I like football," said Jimmy.
	COMMA A comma indicates a natural pause in a sentence and separates items in a list. John, stopping for a moment, considered the junk on his bedroom floor: a football boot, a computer magazine, his model helicopter, a dirty tracksuit, rollerblades and his missing homework.
	COLON A colon precedes an explanation or an example of what has gone before, a list, or a quotation. John thought it was his mother's fault: she should have tidied up and found his missing homework.
	SEMI-COLON A semi-colon is used to separate two sentences that are related, lists of items which have several words, or to divide the clauses in a sentence. The expedition may be on or off: it all depends on the weather.
	BRACKETS Brackets are used to separate extra information from the main sentence or statement. Dashes (see below) can also be used to separate extra information.
	DASHES Dashes are also used to separate extra information from the main sentence or statement. Emma adjusted the microscope carefully: the controls were delicate before focusing once more on the tiny leaf.

Subject knowledge & skills - words



Antonym	a word opposite in meaning to another	small > big
Synonym	a word or phrase that means exactly or nearly the same as another word or phrase in the same language	small > tiny
Homophone	each of two or more words having the same pronunciation but different meanings, origins, or spelling	new > knew
Homograph	each of two or more words spelled the same but not necessarily pronounced the same and having different meanings and origins	bow (verb) bow (noun)
Neologism	a newly coined word or expression.	Brexit
Euphemism	a mild or indirect word or expression substituted for one considered to be too harsh or blunt when referring to something unpleasant or embarrassing.	downsi zing > cuts

Directed study

Revise subject
knowledge

Look at KS2 PoS for
History, Geography
and Science



Review today's learning

