

Year 6 Information Evening: Literacy

- Identify how to support my child in the KS2 SATs Reading Paper.
- Understand the requirements of GPS



An interview with Lisa Clark, an experienced caver

My first question has to be: why do you do it? Why do you go exploring caves?

Because they're there. That's what mountaineers sometimes say when asked that question and I think my answer's the same. I suppose the big difference is that a climber can stand and look up and see the challenge while for a caver, really you have to imagine it. To me, that makes it even more appealing. How does what I imagine a cave system will be like compare to what I find when I get in there?

How did you get started as a caver?

Well, as a child my interests were all to do with exploration, but on the surface! On family walking holidays in the Lake District my brother, Chris, and I used to go racing ahead of our parents, always trying to get to the top of some hill to see what was there. But actually it was only when I went to university that I got the chance to try caving. Chris is a keen climber now and I haven't been able to tempt him underground!



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What was it like the first time you went underground?

It was here in Daveley Dale! My first thought was: this is crazy, I can't see a thing! Then of course your eyes get used to the dark and you begin to make out shapes in the light from the headlamps. But in those first few moments your other senses take over – you realise how reliant you're going to be on touch or hearing for example. You know the saying about hearing a friendly voice? Well that's exactly how it is when you're underground: hearing that familiar voice, especially if it's an experienced caver, is very reassuring.

What's the most dangerous thing you've done while caving?

I think it would have to be an exploration of the caves in New Dell. It's not a particularly dangerous system and we were well prepared, but while we were underground there was a flash flood. That's one of the biggest threats to cavers because the water level can rise so suddenly. Team work is critical in caving, you really do have to work together and in this case, the team on the surface realised we might be at risk and were ready to help us; luckily we made our own way out just in time.

And the best moment?

For me, it's that moment when you've been sliding on your stomach for ages, moving more like a worm than a two-legged creature and wondering just why you're doing this, when the tunnel opens out and you slither into a cavern in all its silent splendour. There's tremendous beauty of a sort that you just don't see anywhere else – everywhere you look you can see the work of nature rather than the hand of a human. And how many other places are like that in this country, completely without human influence? There's nothing to compare it to on the surface.

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- The Reading paper will be 1 hour in length.
- The paper will have a selection of extracts that the children will need to read. They will be followed by a set of questions to test their comprehension and analysis skills.
- The paper will have questions which are suitable for all abilities.
- The children will need to organise and manage their time during the test. They will not have separate reading and question time.

Grammar, Punctuation and Spelling

- In 2014, there was a new National Curriculum introduced, which had a much greater emphasis on grammar knowledge and application.
- As a result, age-related expectations for grammar have increased substantially.

Quick reference of minimum expectations by year group

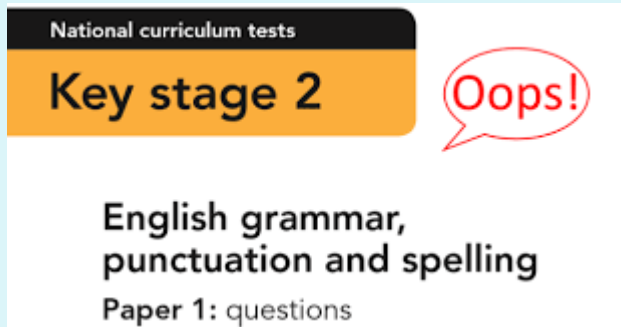
<p>Year 1 Regular plural noun suffixes –s or –es Suffixes that can be added to verbs How the prefix un- changes the meaning of verbs and adjectives How words can combine to make sentences Joining words and joining sentences using <i>and</i> Separation of words with spaces Capital letters, full stops, question marks to demarcate sentences Capital letters for names and for the personal pronoun</p>	<p>Year 4 Plural and possessive –s Standard English forms for verb inflections instead of local spoken forms Appropriate choice of pronoun or noun within a sentence Fronted adverbials Inverted commas to punctuate direct speech Apostrophes to mark singular and plural possession</p>
<p>Year 2 Formation of nouns using suffixes –ness, –er Formation of adjectives using suffixes –ful, –less Use the suffixes –er and –est to form comparisons of adjectives and adverbs Subordination (when, if, that or because) and coordination (or, and, or but) Expanded noun phrases Statements, question, exclamation, and commands Capital letters, full stops, question marks and exclamation marks Commas to separate items in a list Apostrophes to mark contracted spellings</p>	<p>Year 5 Converting nouns or adjectives into verbs using suffixes Verb prefixes (e.g. <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i>, and <i>re-</i>) Relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>why</i>, <i>whose</i>, <i>that</i>, or an omitted pronoun Indicating degrees of possibility using modal verbs or adverbs Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p>
<p>Year 3 Formation of nouns using a range of prefixes, such as <i>super-</i>, <i>anti-</i>, <i>auto-</i> Use the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel Word families based on common words Conjunctions (e.g. <i>when</i>, <i>so</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>because</i>) Adverbs (e.g. <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>) Prepositions (e.g. <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i> <i>because of</i>) The introduction of the present perfect form of verbs instead of the simple past Introduction to inverted commas to punctuate direct speech</p>	<p>Year 6 The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing Use of the passive voice to affect the presentation of information in a sentence Expanded noun phrases to convey complicated information concisely The difference between structures typical of informal speech and structures appropriate for formal speech and writing Use of the semi-colon, colon and dash to mark the boundary between independent clauses Use of a colon to introduce a list Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity</p>

Common Mistakes:

Underline the nouns in the sentence below:

The boy went for a walk.

Common Mistakes



Missing capital letters or full stops in a question written in a sentence.

Unclear punctuation.

Circle/underline.

Do you know...?

- What a synonym and antonym is?
- The difference between active and passive voice?
- What cohesive devices to use in writing?
- What adverbial phrases are?
- How to correctly use these pieces of punctuation: ellipsis, hyphen, colon, semi-colon, bullet points?

Pupils will have specific grammar homework tasks, which link directly to the terms we teach in class.

On our website, we will have a link to the Glossary of terms from the National Curriculum.

Spelling Shed

- Your child will have access to this and it will be used to set them spelling homework.
- <https://play.spellingshed.com/#/login>

How can I help?

- Make sure all homework is completed.
- Encourage your children to read a wide variety of fiction and non-fiction texts.
- Listen to your child read, then use the questions to ask questions to your child. (This will be available on the website)
- Encourage proof-reading of work to check for errors in punctuation and grammar.
- Games at home – for example, ‘Spot the Incorrect GPS’ (restaurant menus, shop signs and adverts...)