

National Curriculum 2014: Key Stage 2

General Links to activities around 'Holes' by Louis Sachar

Purpose of Study

- Through reading, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.

Aims

- read easily, fluently and with good understanding
- reading widely and often, for pleasure
- acquire a wide vocabulary
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Spoken Language

- Teachers should ensure the continual development of pupils' confidence and competence in spoken language and listening skills
- Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write
- understand and use the conventions for discussion and debate.
- All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama.
- Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role.
- They should have opportunities to improvise, devise and script drama
- to share and respond thoughtfully to drama and theatre performances.

Reading

- Develop comprehension skills through experiencing high-quality discussion with the teacher as well as from reading and discussing stories

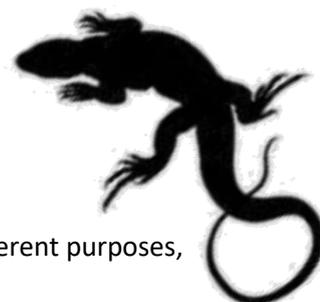


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Spoken Language – all year groups

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.
- Opportunities to work in groups of different sizes- in pairs (e.g. for the word carpet), small groups (e.g. for their group book activities), large groups (e.g. for a debate), and as a whole class (e.g. class discussions)



Reading – Years 5 and 6

- reading books that are structured in different ways
- identifying and discussing themes and conventions
- making comparisons within and across books
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views
- recognise themes in what they read, such as loss or heroism
- have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text



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Writing – Years 5 and 6

- use knowledge of morphology and etymology
- use dictionaries to check the spelling and meaning of words
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.



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National Curriculum 2014: Key Stage 3

General Links to activities around 'Holes' by Louis Sachar

Purpose of Study

- Through reading, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature plays a key role in such development.

Aims

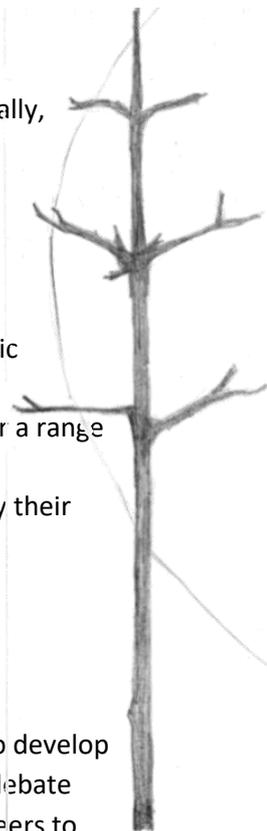
- read easily, fluently and with good understanding
- reading widely and often, for pleasure
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Spoken Language

- teachers should ensure pupils' confidence and competence in this area continues to develop
- pupils should be taught to understand and use the conventions for discussion and debate
- pupils should continue to develop their skills in working collaboratively with their peers to discuss reading, writing and speech across the curriculum

Reading and Writing

- pupils should read in depth
- taught to write imaginatively
- teachers should show pupils how to understand nuances in meaning
- teachers should build on the knowledge and skills that pupils have been taught at Key Stage 2.



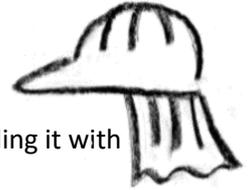
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Subject Content- Reading

Understand increasingly challenging texts through:

- learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
- making inferences and referring to evidence in the text



Read critically through:

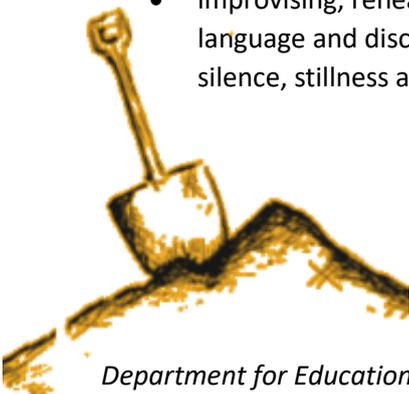
- knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
- studying setting, plot, and characterisation, and the effects of these
- understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
- making critical comparisons across texts

Subject Content- Writing

- taught to write for a range of purposes and audiences, including:
 - stories, scripts, poetry and other imaginative writing
 - notes and polished scripts for talks and presentations
- drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing

Subject Content- Spoken English

- taught to speak confidently and effectively, including through:
- using Standard English confidently in a range of formal and informal contexts, including classroom discussion
- giving short speeches and presentations, expressing their own ideas and keeping to the point
- participating in formal debates and structured discussions, summarising and/or building on what has been said
- improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.



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