**Year 5-6**

**Reading and viewing –** *High Reliability Literacy Teaching Procedures (HRLTPs)*
At Westgarth, we teach reading and viewing by drawing from explicit teaching strategies developed by Dr John Munro called the High Reliability Literacy Teaching Procedures (HRLTPs). These are research driven and designed to assist students in making meaning from texts. The HRLTPs are:

- *Getting knowledge ready*
- *Vocabulary*
- *Reading Aloud*
- Questioning
- Paraphrasing
- Summarizing
- Reviewing

The action of 'getting knowledge ready' is a **before reading** activity and children can use their home reading text. When we 'get knowledge ready', we are making sure that we cue children to (1) think about what they already know about the topic of the text and (2) predict what the text will be about.

There are a range of activities you can do to 'get knowledge ready'. But whatever activity you choose, the most important thing is to be explicit about the strategy that you are promoting (e.g. "Let's think about what we already know about this topic. This is really important because it gets our brains ready for reading and makes it easier to take in new information").

**Some possible activities for 'getting knowledge ready' include:**

| Relate to children's experiences | • Ask children what they already know about the topic<br>• Get children to list questions and queries that they have about the topic and what they believe they DON'T know<br>• Ask children what they visualise when they hear the title or read the blurb |
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| Ask questions | • Give children the title of the text and have them suggest questions the text might answer. They can begin with the 5W (who, what, where, when, why) questions |
| Brainstorm | • Ask children to say or write what they think of when they hear the title of the text |
| Predict | • Have children predict words or sentences that might be found in the text<br>• Ask children to predict QUESTIONS that the text might answer |
| Key words | • Give a list of key words from the text to students. Ask them to visualise the topic and describe what the words remind them of |

**Spelling – *Word Origins***

The following words have been adopted from other languages and are now used commonly in English: broccoli, zucchini, croissant, baguette, banquet, bruschetta, gnocchi and mozzarella.

Look up the online etymology dictionary [ https://www.etymonline.com/] to find the origins of the following words: *refugee, immigration, refugee, asylum, racism, identity.*

Record the language and meanings of any words it originated from (or story), and the year it was first used.

**Mathematics – *Data and statistics***

Put your mathematics knowledge to the test by graphing some data gathered at home. Parents, you can support your child with this task by helping them to:

- Identify a topic of interest (e.g. colours of smarties in a pack)
- Decide on a data collection method (e.g. drawing up a table).
- Collect and record data
- Select an appropriate data display (e.g. line graph, side by side column graph, pie chart, pictograph, stem and leaf plot)
- Display data on graphing paper or using digital technology (e.g. Microsoft Excel)