

Y5&6 Parent & Carer Literacy, Language & Communication

Autumn Term 2026

Ysgol yr Holl Saint – All Saints' School, Gresford. Wrexham.



LLC in Years 5&6

What does LLC include?

- Oracy
- Reading
- Writing
- MFL

What will we do this afternoon?

3 x 10 minute activities focussing upon the following areas.

- Reading – How we develop reading skills
- Spelling – How we teach spellings and the research behind our methods.
- Writing activity – Identifying features of a good piece of writing.

LLC in Years 5&6

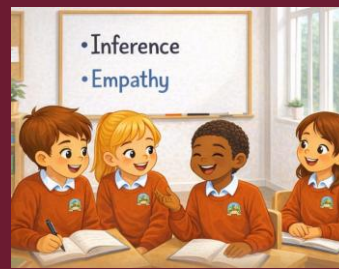
Reading station.

Share the text together.

Read – Shared Read – Personal Read

Discuss

Questions



Dive into ocean discovery with ...

Eugenie Clark

Eugenie Clark's **FASCINATION** with sea creatures began in the early **1930s**, when she was just nine years old. Eugenie's mother needed something for her daughter to do while she went to work on Saturday mornings. One day, she dropped Eugenie off at the nearby **New York City Aquarium**. Eugenie was **HOOKED!**

She returned every Saturday,
exploring **DEEPER** and **DEEPER**
into underwater worlds.

"I brought my face as close as possible to the glass and pretended I was walking on the bottom of the sea."

Eugenie went on to become a **MARINE BIOLOGIST** and learned to **SCUBA DIVE**. This was a very unusual career for a woman at the time.

I travelled to **TROPICAL** oceans to study fish. I had to ignore lots of people who told me this was too **DANGEROUS** for a girl.

Eugenie became well known for the **INCREDIBLE SCIENTIFIC DISCOVERIES** she made, and the **ADVENTURES** she had making them!

Never out of her depth, Eugenie studied creatures considered so **DEADLY** they should be avoided at all costs ...

SHARKS!

In **1973**, Eugenie observed sharks that appeared to 'sleep' in an underwater cave in Mexico. Previously people thought that all species of shark had to swim at all times to breathe.

"The sea should be **ENJOYED** and the animals in it. When you see a **SHARK** you should say, 'How **LUCKY** I am.'"

In **1981**, a brave Eugenie hitched a ride on a passing **50-foot-long** whale shark!

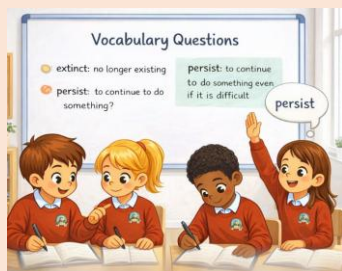
Eugenie made her last dive in **2014** — she was **92** years old!

Eugenie became known as the '**SHARK LADY**'. She inspired people around the world to learn about our oceans and to respect **ALL** underwater creatures **EQUALLY**.

"people generally thought sharks were **DUMB** eating machines. I began to realise that these **GANGSTERS OF THE DEEP** had gotten a bad rep."

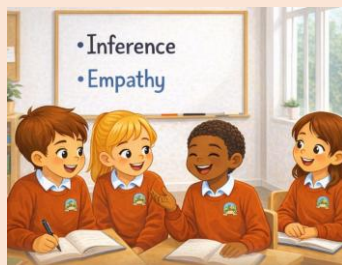
In the **1950s**, Eugenie successfully trained a nurse shark to hit a target. This showed that sharks are intelligent creatures.





V1. The text says Eugenie was “HOOKED” on visiting the aquarium. What does “hooked” mean in this sentence?

V2. Eugenie became known as the “SHARK LADY.” What does this nickname suggest about her work?



I&E1. How would you feel if you were diving deep underwater for the first time, like Eugenie did?

I&E2. Imagine discovering something new about an animal, just like Eugenie did with sharks. How would that make you feel?



R1. What sparked Eugenie Clark’s fascination with sea creatures when she was young?

R2. Where did Eugenie go every Saturday that made her love the ocean even more?

R3. What did Eugenie study at university to learn more about ocean animals?

R4. In what year did Eugenie discover that some sharks could “sleep” on the seabed?

R5 What important change did Eugenie help make in the 1950s about how people viewed sharks?



P1. Eugenie kept discovering new things about sharks and helping people understand them better. What do you think she might have discovered next if she continued exploring the ocean?



O1 Do you think Eugenie was brave for swimming with sharks? Why or why not? If you had the chance to explore the ocean like Eugenie, would you want to do it? Explain your answer.

LLC in Years 5&6

Spelling station.

Research based activities

Variety of skills developed

Practice skills

Assess

★ Why This Activity Helps?

*This activity boosts spelling because:
Word families help you learn many words quickly and remember them better.
Exploring patterns strengthens how the brain stores words (orthographic mapping).
Categorising and using words helps you understand meaning and spelling together — not just memorise them.*



★ Why This Activity Helps?

Handwriting activity.

Handwriting helps your brain learn spelling patterns better because you're seeing, saying, thinking, and physically writing the words and patterns. All these things together make the spellings easier to remember!

HANDWRITING PATTERNS



On whiteboards with your whiteboard pens practice your patterns. Make sure you form and join letters accurately



Now you are mastering the pattern copy your list with your handwriting pen in your handwriting books. Make sure you form and join letters accurately

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Writing station.

Writing Process as part of our bespoke Literacy Process

Analyse Good examples of writing picking out features and purpose of written words

Having a go and pinching words and phrases to use in your work



1.1 Can I identify and comment on the structure and organisation of texts. (over 2 lessons)		
Purpose of the paragraph – What does it do?		How does it do it? What did the writer do?
Explains what deforestation is, how it affects orangutans and the planet, and makes the listener think.	Hi everyone, and welcome to Wild World Wonders, the podcast where we explore amazing animals and how we can help protect them. Today, we're talking about one of the most fascinating—and sadly, most endangered—animals on our planet: the orangutan. Did you know "orangutan" <u>actually</u> means "person of the forest"? Pretty cool, right? But here's the worrying bit... their forest is disappearing. Fast. <u>So</u> what's going on, and why should we care?	• Hook at the start to grab attention ("Hi everyone..." / "Did you know...?") • Fun fact to spark curiosity. • Chatty tone to make listeners feel welcome. • Direct address ("you", "we") creates connection with the audience. • Setting up the issue so the listener knows the purpose.
Ends the podcast with a strong message, encourages responsibility, and gives a memorable final question.	Orangutans live in the rainforests of Borneo and Sumatra. They're super intelligent—almost as clever as us! Imagine a world where these gentle, ginger-haired apes no longer exist. Horrible, isn't it? But that's exactly what could happen if deforestation continues. Huge areas of rainforest are being cut down. And where do the orangutans go when their homes are destroyed? Nowhere. They're left with no food, no shelter, and nowhere safe to raise their babies.	• Facts about habitat and intelligence of orangutans. • Emotive language to create empathy ("gentle, ginger-haired apes", "left with no food"). • Contrast between how orangutans live and what happens when forests are destroyed. • Imagery helps listeners picture orangutans' struggle. • Cause and effect explanation (deforestation → loss of home).
Introduces the topic, hooks the listener, gives a fun fact, and explains why the issue matters	So, what is deforestation exactly? It's when trees are chopped down faster than they can grow back. Rainforests are like the lungs of the Earth—they produce oxygen, store carbon dioxide and help keep our climate stable. When trees disappear, not only do orangutans lose their homes, but the whole planet is affected. Does this sound like a good thing to you?	• Definition of deforestation. • Scientific explanation (trees → oxygen → climate stability). • Analogy/comparison ("rainforests are like the lungs of the Earth"). • Rhetorical questions to provoke thought. • Moral reasoning encouraging empathy.
Gives facts about orangutans, describes how they're affected by habitat loss, and builds empathy	Here's the good news: we can help. Yes—you! First, check product labels for sustainable palm oil. If more people choose eco-friendly products, fewer forests need to be cut down. You can also support charities that protect rainforests and rescue injured orangutans. Imagine how proud you'd feel knowing you helped save a whole species. If every one of us did one small thing, think how massive the impact would be!	• Direct persuasion ("You can help", "Here's the good news"). • Call to action steps listeners can take. • Confidence-building language that empowers the audience. • Inclusive language ("we", "everyone"). • Optimistic tone to motivate.
Encourages listeners to help, gives clear actions they can take, and uses persuasive language.	<u>So</u> the big question is... will you help save the "people of the forest"? Orangutans can't speak up for themselves, but we can be their voice. We hope today's episode has inspired you to learn more, <u>take action</u> and share what you know. After all, protecting the planet isn't just important—it's our responsibility. Thanks for <u>listening</u> , and <u>remember</u> small actions make a wild difference!	• Powerful final rhetorical question to stay in the listener's mind. • Emotional appeal encouraging people to "be their voice." • Repetition of main message to reinforce learning. • Inspirational tone leaves listeners feeling responsible and hopeful.

Over to you.

- 10 minutes on each activity.
- Have a go.
- Please ask any questions.



- Any questions.
- Thankyou for your time and enthusiasm this afternoon.
- Enjoy your weekend.