

Supporting your child with reading—Year 6

At Berewood Primary School, we recognise that learning to read is one of the most important skills your child will learn. We also understand that learning to read is hard work. To ensure that reading doesn't become a battle with your child, either share a book or encourage them to read independently every day for 10-15 minutes. This is more effective than spending 30 minutes once a week. If your child is getting tired, then work together to finish the book. You could take it in turns to read a page each or your child could read the first half and you read the second half. Remember to alternate this, so your child has the chance to read both the beginning and the ending of a book.

National Curriculum Expectations:

By the end of Year 6, pupils should be able to accurately read aloud a wide range of poetry and books written at an age appropriate interest level at a reasonable speaking pace. They should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently for pleasure and to retrieve information, outside of school as well as in school. They should be able to read silently with good understanding, infer the meanings of unfamiliar words, discuss what they have read and continue to expand their vocabulary and understanding of grammatical structures.

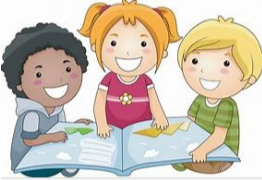
What this means for parents:

- Give your child access to plenty of quality, enjoyable texts on many different topics and by a wide range of authors who write in different styles, e.g. Frank Cottrell-Boyce, Michael Morpurgo to Anthony Horowitz.
- Encourage discussion with your child when pronouncing new words if their reasonable attempt does not sound correct.
- Broaden the vocabulary you use when speaking to your child and be prepared to clarify the meaning of a wider range of words, modelling them within sentences.
- Encourage your child to read silently to themselves but check their understanding and discuss what they have read after doing so.
- Read difficult texts to your child and allow them the chance to listen and ask questions
- Reading whole books to your child so that they can meet texts and authors they might not choose to read themselves.
- Exposing your child to more than one account of the same event so that they can examine similarities and differences.
- Showing your child different types of writing, such as diaries and autobiographies which are written in the first person, and discussing the relevant features.
- Teaching your child how to use contents and index pages within reference books so that they can retrieve information, and frequently asking them to do so.
- Allowing your child to read texts they are genuinely interested in, e.g. reading information leaflets before visiting a gallery or museum, or reading a theatre programme or review.



In school, we aim to continue developing a love of reading. Children listen to stories and are encouraged to talk about the stories they have read at home. In every class, they have specially selected class novels that the whole class share each afternoon to develop their enjoyment and to widen their knowledge of different authors and styles of writing.

Each classroom has an inviting book corner with a range of texts that they can choose from and the children are given regular opportunities to visit the school library. In addition, to these books, the children are also given a carefully matched book band book to support their current level of reading development.



During the school day, the children are often encouraged to share a book with a friend, read individually to an adult and take part in guided reading sessions to develop their fluency at reading and their understanding of the text. During these sessions the children are taught different strategies:

Inference	Summarising/Sequencing	Prediction	Questioning understanding	Questioning meaning
Make inferences from the text. Explain and justify inferences with evidence from the text.	Summarise the main ideas from more than one paragraph. Identify and explain the sequence of events in texts.	Predict what might happen from details stated and implied.	Asking questions to improve their understanding. Retrieve and record information/identify key details from fiction and non-fiction.	Identify/explain how meaning is enhanced through choice of words and phrases. Identify/explain how information/content is related and contributes to meaning.

Questions to support inference:

- How can you tell that...was...?
Give one piece of evidence that shows...
- What impressions do you get of...at this point in the extract?
Give two impressions, using evidence from the text to support your answer.
- Give two reasons why...does not want to...
- How can you tell there was something strange about...?
Explain two ways, using evidence from the text to support your answer.

Questions to support summarising:

- What happened before _____?
- Which of these events happened last?
- Use three sentences to describe the beginning, middle and end of this text?
- Sum up the story in _____ words
- Sort these sentences/paragraphs/chapter headings from the story
- Think about the whole story...

Questions to support predicting:

- Why did the author choose this setting? Will that influence how the story develops?
- What might happen next? Why?
- Choose one character from the book and predict how you think they will behave/react?
- Can you predict several possible outcomes and explain your answer?
- What if...?
- If there was a sequel, what might happen? Why do you think this?

Questions to support understanding:

- Which character _____?
- From whose point of view is the story told?
- Which part of the story best describes _____? Explain why.
- What happened in the story?
- Give two reasons why _____

Questions to support meaning making:

- What technique has the writer used?
- How are these words effective?
- What do you think the writer meant by '_____ '?
- When the author uses this sort of sentence, what is the impact?
- Why did the author _____?
- Why has the author used this word/phrase/sentence?
- How does the author create this mood/atmosphere?

Can they use **PEE** to help explain their ideas clearly?

Point: Make a point

Evidence: Find evidence from the text to back up your point

Explanation: Explain how the evidence proves your point

What can you do at home to help children to develop a love of reading?

- Make sure that your child sees you reading. Children like to copy what their parents do, if they see you reading then they are more likely to want to read too.
- Read with your child everyday or encourage them to read independently—Remember to sign their home school reading log.
- Make up stories together.
- Remember, bed time stories are still an important time together.
- Visit the library so that your child regularly gets to see new books.
- Remember, not all reading is done from a book

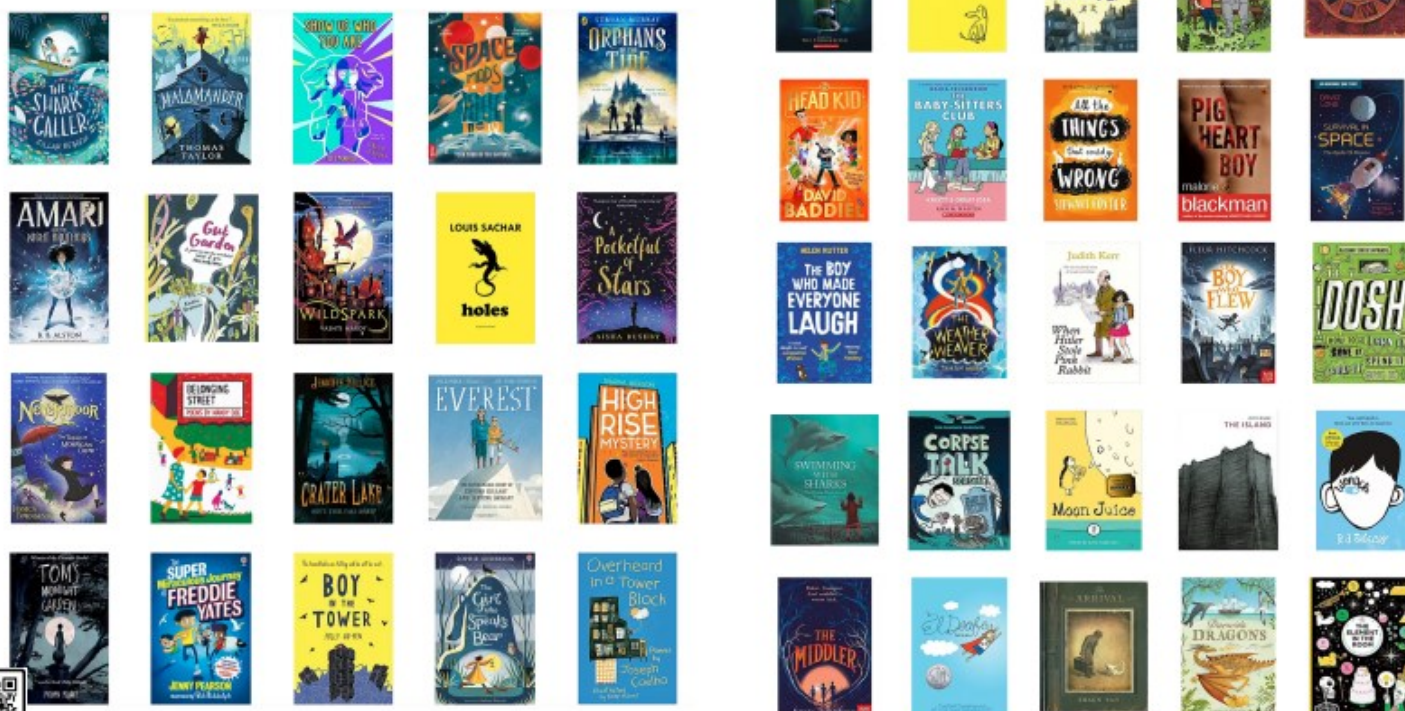


What might help if the 'Don't want to read!'

- Make sure the book isn't too hard or too easy.
- Let them have choice, . Not just of book title but also what they read e.g. magazine, comic, iPad, kindle etc.
- Are they interested in the book?
- What is the point? Boys especially like to know the purpose of something as soon as they learn it; so give them a reason to read e.g. help read shopping lists, create a set of instructions, look at construction manuals and non-fiction texts

50 Recommended Reads for...

Year 6
(ages 10-11)



SCAN ME