

**Reading with your child: A guide for Year 6 parents**

At Clover Hill Primary School, we recognise how important it is for teachers and parents to work together to give every child the best start. We recognise all children as individual learners and understand that children develop reading in different ways.

Regardless of age and ability, however, all children should develop a love for reading and an enjoyment of books – an enjoyment that should stretch into life beyond Clover Hill. Reading together at home is therefore one the most important ways in which you can help your child.

This document will give you an idea of age related learning objectives as outlined in the new National Curriculum. Furthermore, there are some tips and ideas to help you to continue to work with developing your child’s reading at home.

**Reading Comprehension**

When teachers hear your child read, they will focus on just one or two particular key skills at a time. By selecting a focus, it allows teachers to concentrate on developing that particular skill. Understanding and interpreting a book and thoughtfully responding to what has been presented in the text is equally as important as being able to read the words accurately.

**So what exactly should my Year 6 child be able to do?**

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| **By the end of Year 6, most children should be able to...** |
| **Use a range of strategies including accurate decoding of text, to read for meaning**  - Determine both the meaning and pronunciation of unfamiliar words to improve understanding of a sentence or a paragraph.  - Read for a sustained period of time and discuss what has been read. Reads age- appropriate books with confidence, fluency and intonation that shows understanding.  - Apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words.  - Prepare readings with appropriate intonation  **Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text**  - Independently summarise the main ideas drawn from what has been read and identify key details giving specific quotations from the text.  - Skim and scan the text to find information quickly  **Deduce, infer or interpret information, events or ideas from texts**  - Describe and discuss characters’ feelings, thoughts, motives and actions and justify this using evidence from the text.  - Predict what might happen from the details given or implied  **Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level**  Apply what they know about the text features, discuss how and why it has been set out in a particular way, evaluate the features and suggest alternatives using their knowledge of purpose and audience.  **Explain and comment on writers’ uses of language, including grammatical and literary features at work and sentence level**  - Evaluate how authors use language including figurative language (similes, metaphors, personification) and discuss the impact it has on the reader.  **Identify and comment on writers’ purposes and viewpoints and the overall effect of the text on the reader**  - Participate in discussions about books and challenge ideas respectfully.  **Relate texts to their social, cultural and historical contexts and literary traditions**  **-** Comment and discuss how time and setting has an impact on language: spelling, punctuation and vocabulary. |

**How can I help at home?**

Parents often wonder how they can help to develop the reading skills of children who are already fluent readers. Taking an active interest in your child’s learning is one of the best ways you can help your child to do better in school and in life. By continuing to actively share your child`s reading you are giving it status and importance as well as continuing to develop enjoyment and you are also increasing their understanding of more challenging texts. Continue to share books with your child, regularly listening to them read, sometimes reading to or with them, but also discussing books read in increasing depth. To become good readers children need to develop skills in all areas (and it can be useful to think about these when reading with your child.

*A little reading goes a long way!*

**Useful Questions**

**Non-fiction Books**

* What have you learnt from your reading today?
* Who do you think would find this book most interesting and useful?
* How is the information arranged on each page?
* How does the way that the information is set out help you to understand it?
* Here it says (point to the contents page) …… is on page … What do you think that page will be about?
* How would you use the index to find something out?
* Could you suggest any ways in which your book could be improved?

**Poetry**

* Can you find out who wrote this poem and when it was written?
* What pictures did it make you think of as you read the poem?
* What is the poem about?
* What is the poet trying to do or say?
* What is it about the poem that you liked?
* How do you think the poet is feeling about what they are writing about?
* What ‘poetic features’ can you identify? ( rhyme, rhythm, alliteration etc)
* Did the poem remind you of anything else that you have read?
* Does the shape the poem makes on the page, or the sounds it makes when you read it, add to the message?

**Fiction Books**

* What does …… look like? Use parts of the story to explain how you know this.
* What sort of things does …… get up to?
* Why do you think that …… behaves in the way that he/she does?
* What have you learned about ……? Where did you get this from?
* Would you like to have …… as a friend? Why/why not?
* How did …… feel at the beginning/middle/end of the story? How do you know this?
* Do you feel that you are in any way similar to ……? In what way?
* Do you think that …… changed in any way during the story? How and why did these changes happen?
* Why do you think …… said “…….”?

**General Questions**

* What has happened in the story so far?
* What do you think will happen next?
* Who is your favourite character? Why?
* Who is the character you like least? Why?
* Do you think the author intended you to like / dislike this character? How do you know?
* Does your opinion of this character change during the story? How? Why?
* Find two things the author wrote about this character that made him / her likeable?
* If you met one of the characters from the story, what would you say to him / her?
* Which part of the story is your favourite / least favourite? Why?
* Would you change any part of the story? How?
* Would you change any of the characters? How?
* Which part of the story was the funniest/scariest/ saddest/ happiest? Find some evidence in the text to support your opinion.
* What is the purpose of this book? How do you know?
* Why is this page laid out in this way? Could you improve it?
* Pick three favourite words or phrases from this chapter. Can you explain why you chose them?
* Did this book make you laugh? Can you explain what was funny and why?
* Have you read anything else by this author? Is anything similar?
* Does this book remind you of anything else? How?
* When do you think this book was written? How do you know? Does it matter? What would it be like if it was written now?
* Do you think the title of the book is appropriate? What would you have called it?
* What is the genre of the book: sci-fi, mystery, historical, fantasy, adventure, horror, comedy? What are the features that make you think this?
* Find two sentences which describe the setting.
* Is the plot fast or slow moving? Find some evidence in the text, which supports your view.
* If the author had included another paragraph before the story started what do you think it would say?
* Would you like to read another book by this author? Why/ why not?