

Year 5 and 6 Reading

Age-related expectations of what your child should know by the end of Year 6	Explanations and ideas of how to help your child
Word Reading	
<p>Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.</p>	<p>This follows on from year 3/4, Pupils can read a:</p> <p>root word - a word in its own right (played - the root word is play)</p> <p>prefix - found at the start of a word (unlikely - un is the prefix)</p> <p>suffix - found at the end of a word (beautiful - ful is the suffix)</p> <p>Pupils can explain what the word means.</p> <ul style="list-style-type: none"> • The words become more challenging and the child's knowledge and experience of words builds over time. • Try taking it in turns with your child to think of as many words as you can which end in a certain suffix. E.g. ful • Give your child a prefix and they must think of a word which begins with that prefix. • Use a dictionary and find 10 words which end with the suffix 'ible'.
Comprehension	
<p><i>Maintain positive attitudes to reading and understanding of what they read by:</i></p> <p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Recommending books that they have read to their peers, giving reasons for their choices.</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>Making comparisons within and across books.</p>	<ul style="list-style-type: none"> • Encourage your child to choose and discuss more challenging books and to read the whole book. You can share the reading of a longer book by reading some chapters to them. Always discuss what you have read as the discussion about the book is as important as reading the words. • Encourage your child to read lots of different types of books, not just all books about one topic. • Help your child to have an opinion about what they like and don't like to read. What is your child's favourite author, poet or type of book? What would they tell their friends to read and why? What do they know about their favourite author? Why do they like that author? • Discuss how a book makes your child feel and why they feel that way. • Use the list of questions in the Personal Organiser to help you talk to your child about books. Asking questions helps to improve their understanding of a text. • Look for conventions in different books e.g. traditional stories usually have, 'once upon a time', a goody, a baddy, a victim, are set in castles, forests etc. This is how we know it is a traditional story.

<p>Learning a wider range of poetry by heart.</p> <p>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>	<ul style="list-style-type: none"> • Help your child to learn an age-appropriate poem. Could your child recite some Shakespeare? What is a haiku? What is a cinquain? • Encourage your child to use different voices for characters when asking questions and showing emotion. Your child can also vary the volume. • Watch how newsreaders and people on the T.V. do this. Why don't you have a go first and then get your child to copy you? • Does the performance maintain the attention of your audience?
<p>Drawing inferences such as inferring characters' feelings, thoughts and motives for their actions.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives for their actions, and justifying inferences with evidence.</p>	<ul style="list-style-type: none"> • Inference is a conclusion based on evidence. Billy pedalled quickly to school. How did Billy get to school? By Bike. How do you know? The word pedalled tells you because a bike has pedals. • Can your child justify their opinions using evidence from the text? I think this...because....
<p>Predicting what might happen from details stated and implied.</p>	<ul style="list-style-type: none"> • Get your child to read between the lines when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, identifying clues the writer has planted for the reader.
<p>Summarising the main ideas drawn from more than one paragraph.</p>	<ul style="list-style-type: none"> • Can your child, when reading independently, almost always identify the main ideas in paragraphs and give you a succinct summary? • Try getting your child to summarise a paragraph into one sentence. • Put the key points of a chapter on slips of paper so that they can retell the chapter in their own words in less than a minute.
<p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader.</p>	<ul style="list-style-type: none"> • Look for different types of punctuation and organisational features such as arrows, boxes, bullet points etc. How does this help the reader to understand the text? • Look for how the author has chosen words. If you change a word, how would it affect the meaning of the sentence? E.g. Jenny stomped up the stairs. - Jenny skipped up the stairs. • Figurative language is when you describe something by comparing it with something else. A simile uses the words "like" or "as" to compare one object or idea with another e.g. As busy as a bee. As wise as an owl. A metaphor also compares one object or idea to another but it does not use the words "like" or "as". Instead, it describes something as if it actually <i>is</i> something else. E.g. He is a shining star.

<p>Retrieving, recording and presenting information from non-fiction.</p>	<ul style="list-style-type: none"> • Can your child ask questions about topics and find the answers in texts? • Help your child to understand how a contents page, index and glossary might help them to answer questions and find information. • Look for texts that have words in bold and use the glossary to find out their meaning. Ask your child to use the index to find certain things in a book. What is the difference between a contents page and an index?
<p>Distinguishing between statements of fact and opinion.</p> <p>Providing reasoned justifications for their views.</p> <p>Participating 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.</p>	<ul style="list-style-type: none"> • Help your child to build their knowledge of authors by talking about their book likes and dislikes. Share your book preferences and positive reading experiences with your children, including books and information read online. • Help your child to know what is fact and what is opinion by talking about current affairs. Always encourage your child to question what they read and not just accept it as correct. • Remember when using the internet, anyone can set up a website about anything at all! Is the information on this website true? http://zapatopi.net/treeoctopus/ • Remember the books in the library are free and children don't get fined for late returns. • This website has some great offers on books. http://www.thebookpeople.co.uk/ • If you want to read free eBooks go to:- http://www.oxfordowl.co.uk/ • Look out for the school book fair.
<p>Explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p>	<ul style="list-style-type: none"> • This could be done through the whole school homework. Help your child to prepare a presentation about the topic. You can always use a computer to help you. • Have debates and discussions about topical issues in the newspaper with your child. • First News is a newspaper for children. http://www.firstnews.co.uk/news