



Reading with your child

# Year 5 or Year 6 child

**“Today a reader, tomorrow a leader.” – Margaret Fuller**



# National Curriculum expectations

Year 5 and 6

Pupils in Years 5 and 6 should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently.

## How you can help at home.

Read difficult texts to your child and allow them the chance to listen and ask questions.

Take your child to the local library and encourage them to read books on a variety of topics and by a wide range of authors.

Broaden the vocabulary you use when speaking to your child, then take the time to discuss the vocabulary you used and ask your child if they can use the word or words in a sentence.

Encourage your child to attempt to pronounce any new vocabulary they come across, if they still can not pronounce it after a reasonable attempt then help with pronunciation.

Children in Year 3 and 4 are expected to be able to:	To encourage and support them you could say:
<p>Apply their knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</p> <p>A suffix comes at the end of a word - walking<u>ing</u>, walk<u>ed</u>, care<u>ful</u>...</p> <p>A prefix comes at the beginning of the word- <u>un</u>used, <u>il</u>legal...</p>	<p>Can you find a word which begins with the suffix -ing?</p> <p>What does the prefix -anti mean? So what could -anti social mean?</p>
<p>Develop positive attitudes to reading and an understanding of what they have read.</p>	<p>What is your favourite story? Why do you like it?</p> <p>Can you explain what happened in the story to me?</p>
<p>Listen to and discuss a wide range of fiction, poetry, plays, non fiction and reference material</p>	<p>I wonder if there is a poem about....</p> <p>How could we find out all about hot air balloons...</p> <p>Let's go to the local theatre and watch a play</p>
<p>Participate in discussion about both books that are read to them and those they can read themselves, taking turns and listening to what others say</p>	<p>What do you think about...?</p> <p>Let's take turns reading</p> <p>Who would you recommend this book to? Why?</p>

<p>Ask questions to improve their understanding of a text</p>	<p>How do you know that ....</p> <p>What does ... mean?</p> <p>Do you need me to explain anything to you?</p>
<p>Check that the text makes sense to them</p>	<p>Can you explain what is happening on this page/paragraph/sentence to me?</p>
<p>Discuss words and phrases that capture the reader's interest</p>	<p>Why do you think the author choose this word?</p> <p>What impact does it have on events in the story?</p>
<p>Use a dictionary or thesaurus to check the meaning of words that they have read</p>	<p>I wonder what that word means, shall we look it up in the dictionary.</p> <p>What words do think mean the same as .... shall we have a look in the thesaurus for some synonyms?</p>
<p>Draw inferences, such as inferring characters' feelings, thoughts and motives</p>	<p>Why did that character make that choice? Why do think he did that?</p> <p>How do you think ... is feeling?</p> <p>Why are they feeling like this?</p>
<p>Predict what might happen from details stated and implied</p>	<p>The character has ... what do you think he/she will do next?</p> <p>Why do you think this?</p> <p>How do you think the story will</p>

**Reading content domains** are the broad headings under reading skills which have been grouped for assessment purposes. Your child will be assessed using these domains in their termly reading assessments.

	<b>Content domain reference</b>
<b>2a</b>	give / explain the meaning of words in context
<b>2b</b>	retrieve and record information / identify key details from fiction and non-fiction
<b>2c</b>	summarise main ideas from more than one paragraph
<b>2d</b>	make inferences from the text / explain and justify inferences with evidence from the text
<b>2e</b>	predict what might happen from details stated and implied
<b>2f</b>	identify / explain how information / narrative content is related and contributes to meaning as a whole
<b>2g</b>	identify / explain how meaning is enhanced through choice of words and phrases
<b>2h</b>	make comparisons within the text

**2a: Give/explain the meaning of words in context :**

- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe .... What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses ...words/phrases...to describe ... How does this make you feel?
- How has the writer made you and/or character feel ... happy /sad/angry/ frustrated/lonely/bitter etc?

**2b: Retrieve and record information/identify key details from fiction and non-fiction:**

- Where does the story take place?
- When did the story take place?
- What did s/he/it look like?
- Who was s/he/it?
- Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find...?
- What do you think is happening here?
- What happened in the story?
- What might this mean?

**2c: Summarise main ideas from more than one paragraph.**

- Can you sum up what happens in these three/four/five... paragraphs?
- What's the main point in this paragraph?
- You've got 'x' words; sum up these paragraphs.
- Sort the information in these paragraphs. Do any of them deal with the same information?
- Make a table/chart to show the information in these paragraphs.
- Which is the most important point in these paragraphs?  
How many times is it mentioned?

**2d: Make inferences from the text/explain and justify inferences with evidence from the text:**

- What makes you think that?
- Which words give you that impression?
- How do you feel about...?
- Can you explain why...?
- I wonder what the writer intended?
- I wonder why the writer decided to...?
- What do these words mean and why do you think the author chose them?

**2e: Predict what might happen from details stated and implied:**

- Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?
- Which stories have openings like this? Do you think this story will develop in the same way?
- Why did the author choose this setting? Will that influence how the story develops?
- How is character X like someone you know? Do you think they will react in the same way?

**2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole. Explain why a character did something:**

- Explain a character's different/changing feelings throughout a story. How do you know?
- What are the clues that a character is liked/disliked/envied/feared/loved/hated etc...?
- What is similar/different about two characters?
- Why is 'x' (character/setting/event) important in the story?
- What is the story (theme) underneath the story? Does this story have a moral or a message?
- Why do you think the author chose to use a... question/bullet/subheading/table etc to present the information?

# I Opened a Book

By Julia Donaldson

I opened a book and in I strode.

Now nobody can find me.

I've left my chair, my house, my  
road,

My town and my world behind me.

I'm wearing the cloak, I've slipped on the ring,

I've swallowed the magic potion.

I've fought with a dragon, dined with a king

And dived in a bottomless ocean.

I opened a book and made some friends.

I shared their tears and laughter

And followed their road with its bumps and bends

To the happily ever after.

I finished my book and out I came.

The cloak can no longer hide me.

My chair and my house are just the same,

But I have a book inside me.

