



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.

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| <p>Children in Year 5 and 6 are expected to be able to:</p> | <p>To encourage and support them you could say:</p> |
| <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 - <u>adorable</u>, <u>terribly</u>...</p> <p>A prefix comes at the beginning of the word- <u>return</u>, <u>misbehave</u></p> | <p>Can you find a word which begins with the suffix -ing?</p> <p>What does the prefix -semi mean? Can you use that to help you understand what semi-conscious means?</p> <p><i>You can look up the meaning of prefixes and suffixes on google.</i></p> <p>https://examples.yourdictionary.com/reference/examples/prefix-examples.html</p> |
| <p>Maintain positive attitudes to reading and an understanding of what they have read.</p> | <p>Was this an enjoyable book? Why?</p> <p>Shall we look for other authors who write stories on this theme?</p> |
| <p>Continue to read and discuss a wide range of fiction, poetry, plays, non-fiction and reference material</p> | <p>What are you leaning about in school? Shall we go to the library and see what else we can learn about it?</p> <p>I wonder if there is a poem about..?</p> |
| <p>Retrieve, record and present information from non-fiction</p> | <p>Where would I find out about...?</p> <p>What does ... mean?</p> <p>How can the sub-headings help me to find information?</p> |

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| Participate 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>I think that do you agree? Can you explain to me why you agree or disagree?</p> <p>Do you agree with ...?</p> <p>What is your opinion on...?</p> |
| Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context | <p>Were there any words that you didn't understand?</p> <p>Can you explain what ... means?</p> <p>Can you tell me what you have just read?</p> |
| Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader | <p>Why is the last sentence so short?</p> <p>What does the word ... tell us about the character?</p> <p>Why has the author used figurative language? (similes/metaphors)</p> |
| Distinguish between statements of fact and opinion | <p>What is a fact? What is an opinion?</p> <p>How are they different?</p> <p>Do you think ... is a fact or opinion? How do you know?</p> |
| Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence | <p>How do you think ... is feeling? Why do you think that? Can you show me in the text?</p> <p>Why do you think ... acted that way?</p> |
| Predict what might happen from details stated and implied | <p>The character has ... what do you think he/she will do next? Why do you think this?</p> <p>How do you think the story will end? Why do you think that?</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.

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

Notes on the Art of Poetry

By Dylan Thomas

I could never have dreamt that there were such goings-on

in the world between the covers of books,
such sandstorms and ice blasts of words,
such staggering peace, such enormous laughter,
such and so many blinding bright lights,
splashing all over the pages

in a million bits and pieces

all of which were words, words, words,
and each of which were alive forever
in its own delight and glory and oddity and light.



