

# Reading With Your Child At Home

Year 6



## **Year 6 Curriculum Expectations:**

By 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 read most words effortlessly and work out the pronunciation of unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, pupils in year 6 should independently ask for help in determining both the meaning of the word and how to pronounce it correctly. Year 6 pupils should be able to read texts aloud with appropriate intonation to show their understanding. 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. They should be able to infer the meanings of unfamiliar words and then discuss what they have read. During year 6, pupils should continue to expand their vocabulary through exposure to stories, plays, poetry, non-fiction and textbooks, both read by them and to them by others. They should be given the opportunity to listen to books and other writing that they have not come across before – hearing and learning new vocabulary and grammatical structures, and having a chance to talk about this. Their confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate. By the end of year 6, your child's reading should be sufficiently fluent and effortless enough for them to manage the general demands of the curriculum in year 7, across all subjects, in order to enable them to learn the necessary subject-specific vocabulary.

### **What this means for parents:**

- Give your child access to plenty of texts on many different topics and by a wide range of authors who write in different styles, e.g. Roald Dahl, 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 of what they have read after doing so.
- Read difficult texts to your child and allow them the chance to listen and ask questions.

### **The National Curriculum also recommends:**

- Teaching your child the technical terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.
- 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.

Questions to ask your children linked to the areas they will be tested on at the end of Key Stage 2

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

**Question starters to ask:**

What does this word/phrase/sentence tell you about the character/mood/setting?

By writing this way what effect has been created?

How has the author made you feel?



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

**Question starters to ask:**

Where and when does the story take place?

Where in the text would you find?

Which part of the story best describes?



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

**Question starters to ask:**

What is the main point in this section of text?

Recap[ what has happened so far in 20 words.

Which is the most important point in this paragraph?



**2d:** Make inferences from the text. Explain and justify these with evidence from the text.

**Question starters to ask:**

What do you these words mean and why has the author chosen to use them?

Can you explain why?

Which words give you the impression that?



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

**Question starters to ask:**

Can you think of another story with a familiar ending/opening/theme?

Why did the author choose this setting?



**2f:** Explain and identify how information is related and contributes to the meaning of the whole text.

**Question starters to ask:**

What is similar/different about these 2 characters?

How could this part of the text be improved?

Explain how a character's feelings change throughout the story.



## Recommended Reads...

