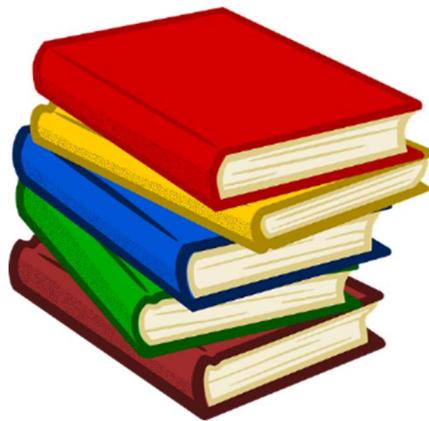




Commonswood Primary and Nursery School

Aim high for success



Getting the Most Out of Reading at Home Year 6

Guidance for Parents and Carers

The Importance of reading

At Commonswood children are taught to read with fluency and accuracy. They are encouraged to pursue an interest in all kinds of books and the print around them to grow in the understanding and enjoyment of texts. The enjoyment of reading books is essential for successful, confident reading. Reading daily with your child to develop decoding and comprehension skills is imperative. This booklet will provide you with essential information and guidance to support your child's progression.

Reading Skills

Reading is not simply a case of reading a book fluently. Your child's understanding of reading is assessed through different reading skills:

1. **Retrieving and recording information** - Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.
2. **Prediction** - Predict what might happen based on what has been read so far.
3. **Summarising/Sequencing main ideas** Identify and explain the sequence of events in texts.
4. **Inference** – reach a conclusion based on evidence from the text.
5. **Vocabulary (Choice of words to enhance meaning)** - Draw on knowledge of vocabulary to understand texts

These skills are highlighted in the front of your child's reading record. You will find suggested question stems to help you to know which questions to ask.

Reading skills are taught during guided reading sessions and the focus for each session is communicated in the reading record so that you can reinforce the same skill at home.

National Curriculum Expectations in Year 6

By year 6, pupils should be able to accurately read aloud a wide range of poetry and books written at a reasonable speaking pace. They should be able to read most words effortlessly and work out the pronunciation of unfamiliar written. 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. 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.

How to support at home

Year 6 children should be able to:	To support this, you could say:
maintain positive attitudes to reading and an understanding of what they have read	<ul style="list-style-type: none"> • Did you enjoy that book? Why? • What kind of text would you like to read next?
continue to read and discuss a wide range of fiction, poetry, plays, non-fiction, reference books and textbooks	<ul style="list-style-type: none"> • What did you think about...? • Shall we go and watch a play about...? Have you ever read a... poem?
read books which are structured in different ways and written for a range of purposes	<ul style="list-style-type: none"> • Can you see any subheadings in this text? Why are they used? • What organisational feature is this?
increase their familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions	<ul style="list-style-type: none"> • What type of story is • Let's go to the library and see if we can find a book from... • What other cultures would you like to read about?
recommend books that they have read to their peers, giving reasons for their choices	<ul style="list-style-type: none"> • Would you recommend it? • Who do you think would like this book? What makes it so good?
identify and discuss themes (such as loss or heroism) and conventions (such as the use of first person in diary entries) in and across a wide range of writing	<p>Can you see a theme running through this story? What is it? How often is it mentioned?</p> <ul style="list-style-type: none"> • How does this text differ to a story?

Year 6 children should be able to:	To support this, you could say:
make comparisons within and across books	<ul style="list-style-type: none"> Is that what... said had happened too? How is... similar to...? Do they differ?
learn a wider range of poetry by heart	<ul style="list-style-type: none"> Can you recite...?
distinguish between statements of fact and opinion	<ul style="list-style-type: none"> Do you think... is a statement of fact or an opinion? How do you know?
check that the book makes sense to them; discussing their understanding and exploring the meaning of new words in context.	<ul style="list-style-type: none"> Tell me about what you've just read. Were there any words you didn't quite understand? The word... means...; In a sentence it's...
ask questions to improve their understanding	<ul style="list-style-type: none"> Is there anything you don't understand that you want to ask me about?
draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	<ul style="list-style-type: none"> How do you think... is feeling? What makes you say that? Show me in the text. Why do you think... acted in that way?
predict what might happen from details stated and implied	<ul style="list-style-type: none"> What might...? What makes you think that? Show me in the text.
summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas	<ul style="list-style-type: none"> What theme can we see across these paragraphs? Is anything mentioned more than once?
identify how language, structure and presentation contribute to meaning	<ul style="list-style-type: none"> Why is this text set out this way? How does that help you as a reader?
discuss and evaluate how authors use language, including figurative language, and consider the impact on the reader	<ul style="list-style-type: none"> Can you find an example of figurative language on this page? Why might the author write in this way?

Don't forget the importance of reading to your child! "One of the greatest gifts adults can give – to their children and to their society – is to read to children."