

By Year 5 and 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. Year 5 and 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 5 and 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.

What This Means for Parents

- Give your child access to lots of books on many different topics and by a wide range of authors who write in different styles. Have a look at the Year 5 and 6 Reading Quizzes for ideas.
- Encourage your child to ask for help with the pronunciation of 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.
- Encourage your child to partake in drama and theatre activities or debates outside of school.
- 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.
- Teaching your child how to use contents and index pages within reference books so that they can retrieve information.
- 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 program.

Reading with your Year 5 & 6 child

Parent and Carer Advice Booklet



Why is it important to listen to your child read?

Parents often wonder how they can help to develop the reading skills of children who are already fluent readers. The best way is to continue to share books with your child, regularly listening to them read, sometimes reading to or with them, but also discussing books read in increasing depth. Learning to read is one of the most essential skills we learn and impacts on all areas of learning. This is where parental support can make a huge difference to your child's progress and confidence. Regular reading at home will support all areas of learning at school. We expect children to be reading with an adult a minimum of three times per week for 15 minutes at a time. Children are given a reading record which should be brought into school each day with their reading books. These are a great way for the teacher to monitor your child's reading habits, and can be used as a method of communication between home and school.

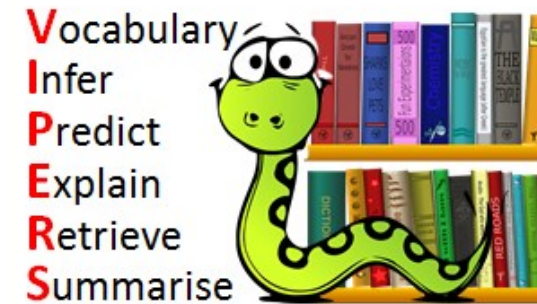
How to help with your child's reading in Year 5 and 6

- ⇒ Read stories/ novels with more complex plots and talk about them
- ⇒ When reading non-fiction, point out persuasive language, facts, opinions
- ⇒ Discuss explicit and implicit points of view expressed in the text
- ⇒ Encourage your child to ask the meaning of more complex language regularly
- ⇒ Talk about the styles of individual writers
- ⇒ Talk about how the text reflects the time in which it was written, e.g. 'Hound of the Baskervilles would have been very scary to Victorian readers'

Once children have developed the basic skills of reading, there can be a risk that their motivation and enthusiasm begins to lessen. This is a vital sign in children's reading development and the point at which parents can offer invaluable support. Taking the time to talk to your children about the books they choose and listening to them reading aloud regularly can make all the difference. Children need to understand why we read. They need to experience the range of feelings that a book can create or the power that can be gained from accessing information. Reading must not only be confined to stories. Many children love reading comics, magazines, newspapers, information books and poetry. All of these reading activities should be encouraged.

Questions ... In Year 5 and 6

We use the acronym VIPERS to help us remember the different types of reading questions. Use these question stems to help your child think deeply about what they have read. You could try asking one question from each of the following areas to support their thinking after they have read aloud or to themselves.



Vocabulary Questions

- What does the word/phrase/sentence tell you about the character/mood/setting?
- By writing..., what effect has the author created? Do you think they intended to?
- What other words/phrases could the author have used here? Why?
- How has the author made you/this character feel by writing...? Why?



Inference Questions

- What do you think... means? Why do you think that? Could it be anything else?
- I think...; do you agree? Why/why not?
- Why do you think the author decided to...?
- Can you explain why...?
- What do these words mean and why do you think the author chose them?



Prediction Questions

- Can you think of another story with a similar theme? How do their plots differ?
- Which stories have openings like this? Do you think that the story will develop the same way?
- Why did the author choose this setting? Will that influence the story?



Explanation Questions

- What is similar/different about two characters? Did the author intend that?
- Explain why...did that.
- Describe different characters' reactions to the same event.
- Does this story have a moral?
- Which... is better and why?



Retrieval Questions

- Find the... in this text. Is it anywhere else?
- When/where is this story set? Find evidence in the text.
- Find the part of the story that best describes the setting.
- What do you think is happening here? Why?
- Who is telling the story?



Summarising Questions

- What is the main point in this paragraph? Is it mentioned anywhere else?
- Sum up what has happened so far... words/seconds or less.
- Which is the most important point in these paragraphs? Why?
- Do any sections/paragraph deal with the same themes?

