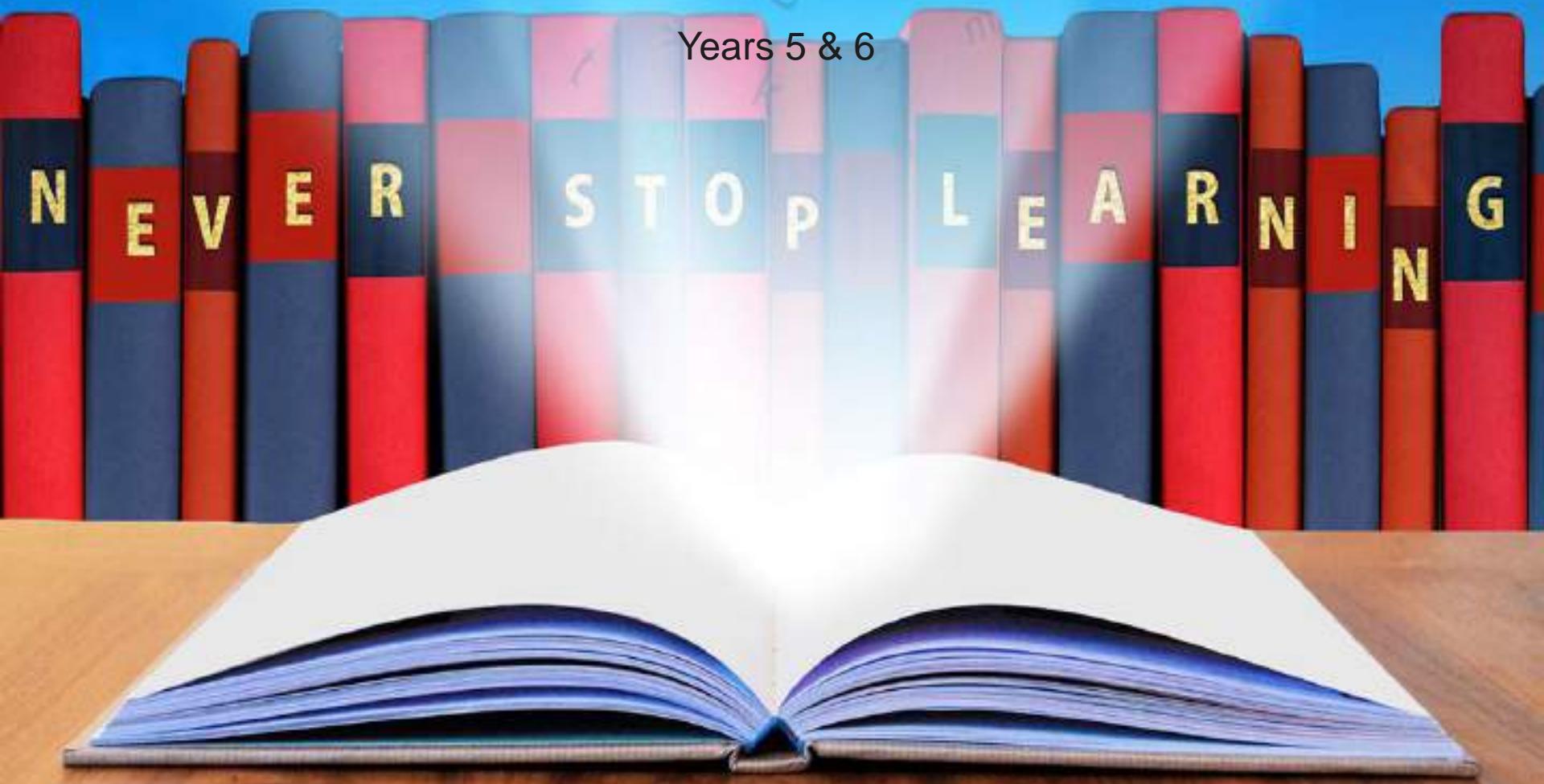
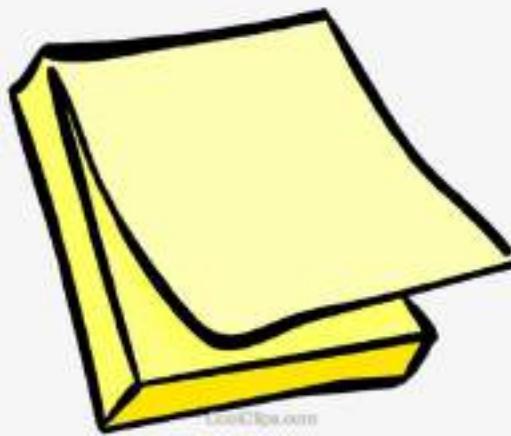


How to help your child with reading

Years 5 & 6



Please write on a post-it note any specific difficulties you have reading with your child.



The Power of Reading

- Inspiring a love of reading in children is potentially one of the most powerful ways of improving children's achievement.
- There can be few better ways to improve pupils' chances in school, or in the wider world than to enable them to become truly independent readers.

The Power of Reading

- Success in reading is fundamental to success in school.
- Reading is all about acquiring meaning; for enjoyment, information and understanding.
- It is not a performance.
- It is not a test.

Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"
reads **20 minutes**
each day

3600 minutes in
a school year

1,800,000 words



90th percentile

Student "B"
reads **5 minutes**
each day

900 minutes in
a school year

282,000 words



50th percentile

Student "C"
reads **1 minute**
each day

180 minutes in
a school year

8,000 words



10th percentile

By the end of 6th grade Student "A" will have read the equivalent of 60 whole school days. Student "B" will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school...and in life?

[Nagy & Herman, 1987]

National Curriculum Expectations

By the time children reach year 5, they should already be familiar with a wide range of text types, including fiction, non-fiction, plays, poetry and reference books.



Throughout year 5 and year 6, children will continue to develop comprehension skills which will ensure that they fully understand the text they're reading.

It is important to remember that not all children learn at the same speed. Some children may find certain areas of comprehension trickier than others.

The most important aspect to develop is an enjoyment of reading.



National Curriculum Expectations

By the time they leave year 6, children are expected to:



increase their familiarity with a wide range of books, including myths, legends and fiction from our literary heritage;



recommend books to their peers;



identify themes across a wide range of texts;



make comparisons within and across books;



understand and explain the meaning of words in context;



draw inferences from a text and justify these with evidence;



summarise the main ideas from more than one paragraph;

National Curriculum Expectations

By the time they leave year 6, children are expected to:



use stated or implied details to make predictions about what may happen next;



retrieve, record and present information from a non-fiction text;



distinguish between statements of fact and opinion;



discuss and evaluate the author's choice of language;



provide reasoned justifications for their views.



WHY READ 20 MINUTES AT HOME?

Student A Reads	Student B Reads	Student C Reads
❖ 20 minutes per day.	❖ 5 minutes per day.	❖ 1 minute per day
❖ 3,600 minutes per school year.	❖ 900 minutes per school year.	❖ 180 minutes per school year.
❖ 1,800,000 words per year.	❖ 282,000 words per year.	❖ 8,000 words per year.
		
❖ Scores in the 90 th percentile on standardized tests.	❖ Scores in the 50 th percentile on standardized tests.	❖ Scores in the 10 th percentile on standardized tests.

If they start reading for 20 minutes per night in Kindergarten, by the end of 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 schooldays, and Student C will have read for 3.

(Auger and Roman, 1987.)

WANT TO BE A BETTER READER? SIMPLY READ.

What Can You Do to Help?

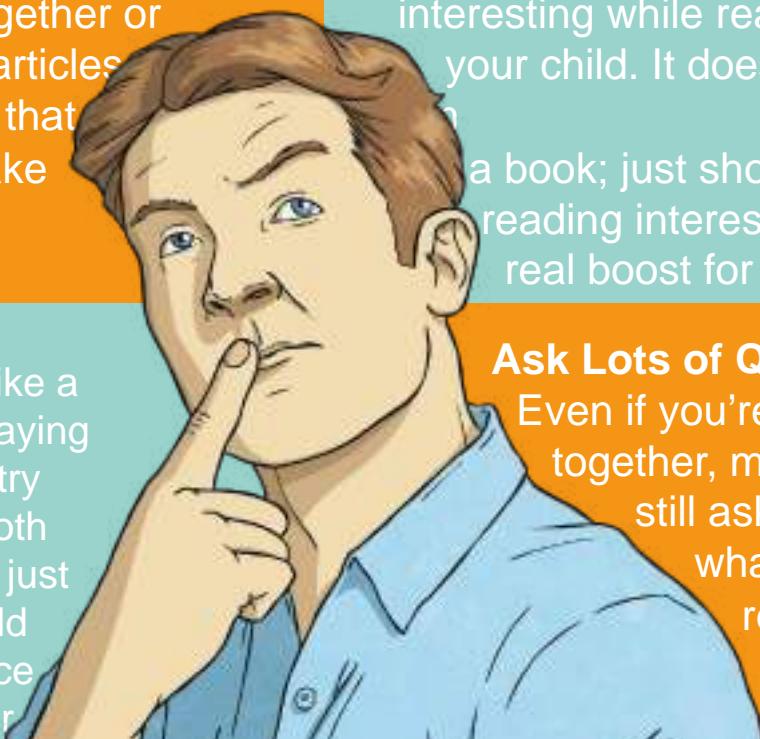
As a parent or carer, there are many things that you can do to support your child with understanding what they are reading.

Provide a Choice of Reading Materials

Why not visit the library together or have a look at interesting articles online? Having something that really want to read can make a huge difference to their motivation.

Make Reading Fun

Reading should never seem like a punishment or a chore. Try playing games related to the book or try reading something that you both enjoy. Remember, you do not just have to read 'books': you could enjoy a newspaper, a reference book or even a comic together.



Show That You Read Too

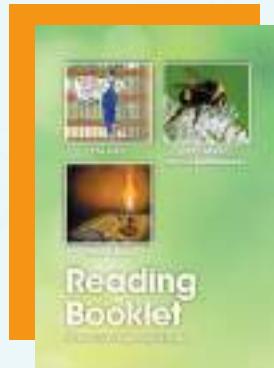
The next time you discover something interesting while reading, share it with your child. It doesn't have to be a book; just showing that you find reading interesting can provide a real boost for reluctant readers.

Ask Lots of Questions

Even if you're not reading together, make sure that you still ask questions about what your child is reading and their opinion on it.

Year 6 SATs

Each year in May, year 6 children in England take part in a SATs reading paper. This paper is designed to test children's reading and comprehension skills across all areas of the curriculum. The test consists of two parts:



a reading booklet (typically containing three texts which increase in difficulty throughout the booklet)



an answer booklet (containing a variety of questions about each of the texts, each relating to one of the eight content domains)

Children have one hour to complete as many questions as they can. Children are expected to read the text themselves and no help can be given.

VIPERS

There are six reading skills that we learn across the school.

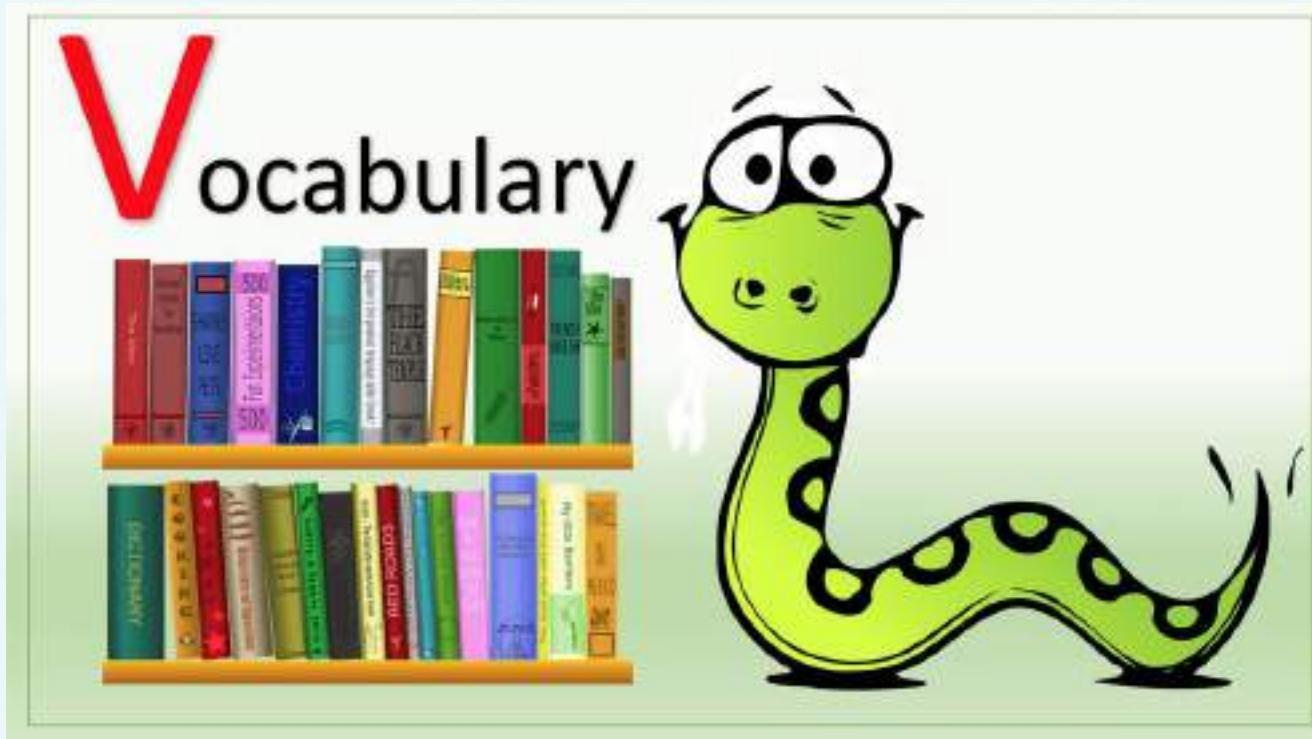
Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



Vocabulary

Vocabulary is about working out the meaning of unknown words and phrases using context clues.

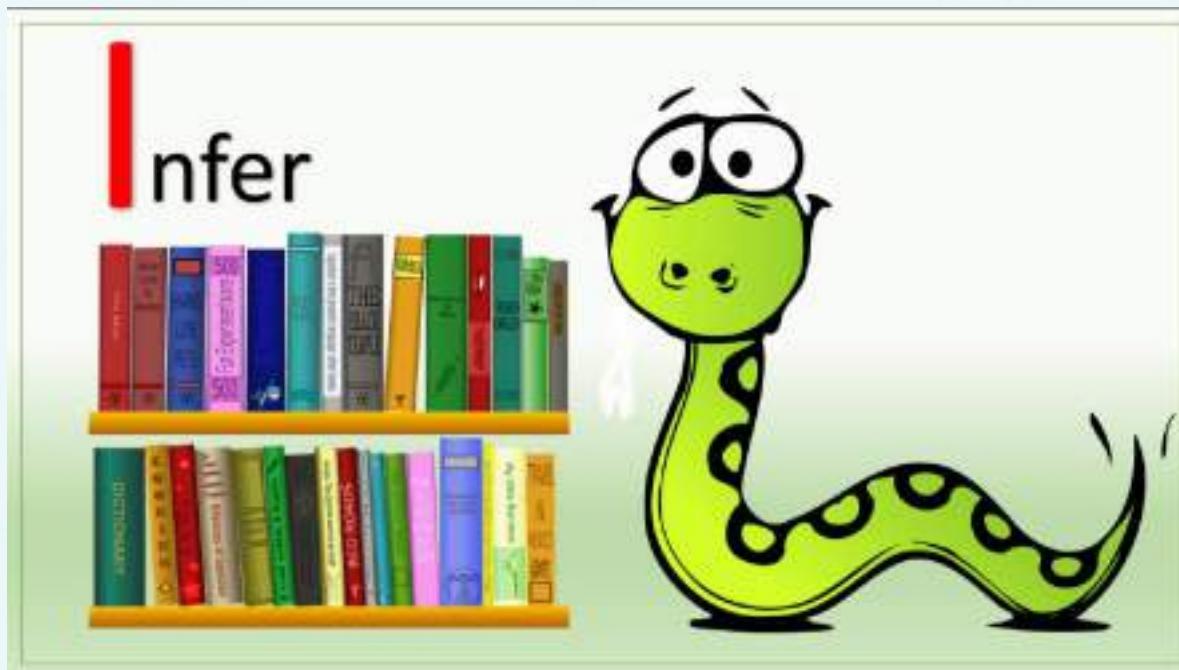


What Types of Questions Could You Ask?

- ▶ What does this word tell us about the character or setting?
- ▶ What does that suggest about...?
- ▶ What does this word/phrase mean?
- ▶ The author has used the word _____ to describe the main character. Can you think of another word they could have used?
- ▶ Can you find a word in this paragraph which means the same as _____?

Inference

Inference is hunting for clues in a text to work out how someone might be feeling or why something is happening.



What Types of Questions Could You Ask?

→ Why did the character act like that?

→ What do the characters think about each other?

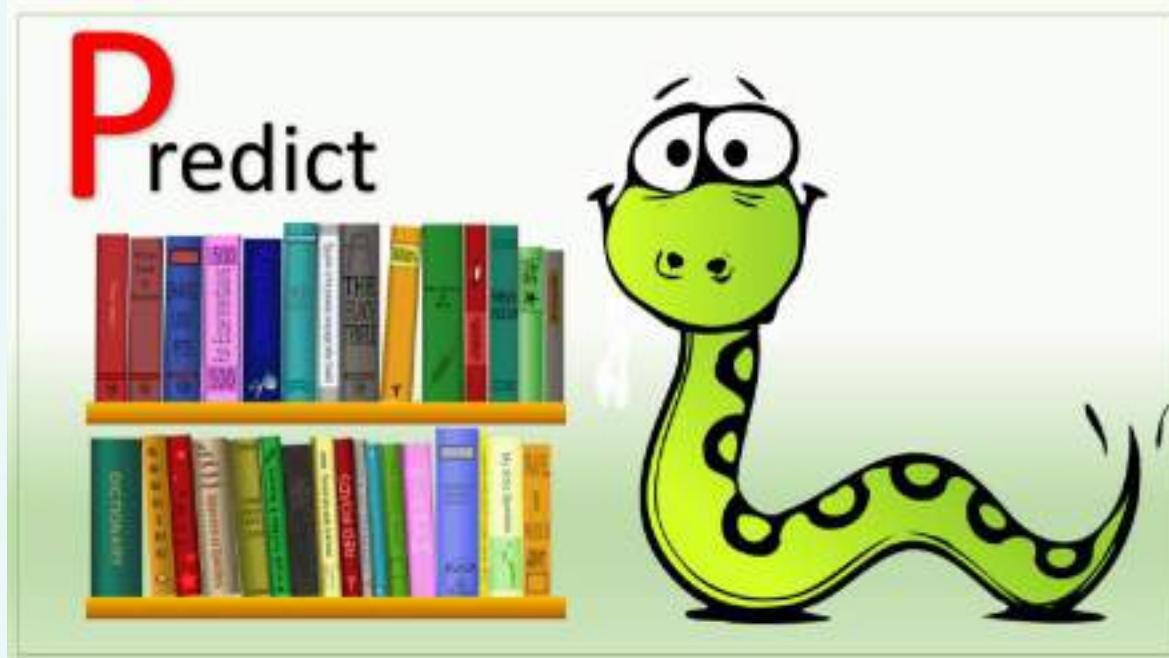
→ What does _____ think? How do you know?

→ Can you find evidence that shows this character is going to
_____ in the future?

→ What do you think will happen to the main character now? Can you
explain why you think that?

Predicting

Predicting tries to see the future and she will help you to work out what might happen next from clues in the text.

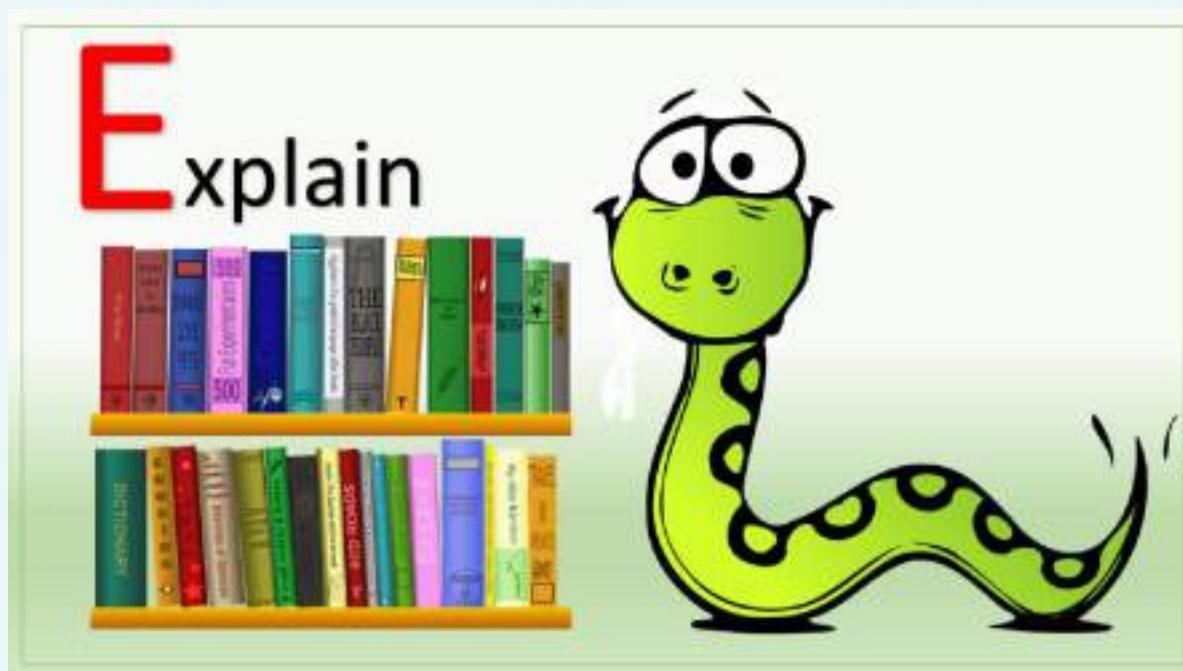


What Types of Questions Could You Ask?

- ▶ Do you think the author has another plan for this character?
- ▶ What do you think is likely to happen when _____?
- ▶ What do you think will happen the next time we read?
- ▶ Based on what you know about the character, what do you think will happen to them in the future?
- ▶ Do you think the character will change their behaviour in the future?
Can you explain what makes you think that?

Explaining

Explaining how things are related or contribute to meaning as a whole.



What Types of Questions Could You Ask?

- ▶ Why is the text arranged in this way?
- ▶ What structures has the author used?
- ▶ What is the purpose of this text feature?
- ▶ The mood of the character changes throughout the text. Find and copy the phrases which show this.
- ▶ Which section was the most interesting/exciting part?

Retrieval

Retrieval is going into a text and simply retrieving the facts and key details.





Where is the story set?



Where did _____ go?



What did _____ decide to do when _____?



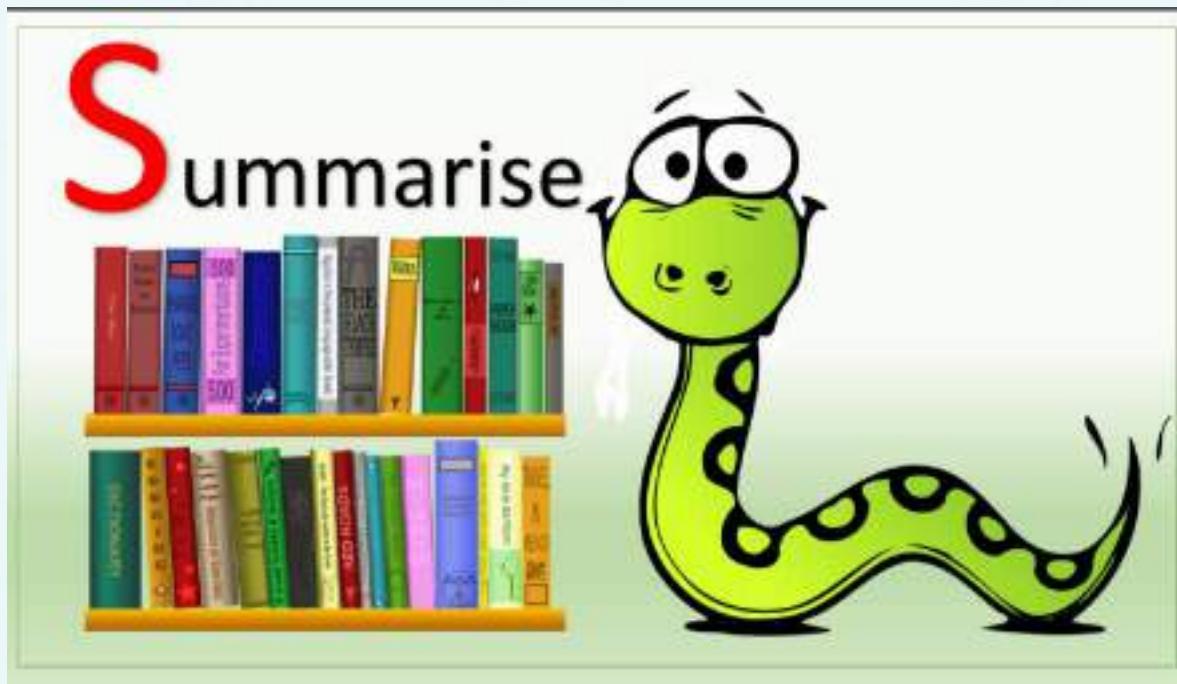
Which paragraph tells you that _____?



Who are the most important characters in the book?

Summarising

Summarising the main point(s) or main event(s) of a paragraph or text.



What Types of Questions Could You Ask?

- ▶ What is the main point in this paragraph?
- ▶ Can you describe what happened in this paragraph/chapter?
- ▶ Using less than 20 words, can you write an advert for this book?
- ▶ Can you remind me about what happened the last time we read?
- ▶ What do you remember most about _____?

Suggested Reads

There are a multitude of fantastic books for year 5 and year 6 readers which suit a huge variety of tastes. It's important to give your child the opportunity to read a range of texts from different authors with different styles of writing.

Below are a few suggestions of appropriate books.
This is not a definitive list and there are many other excellent reads available.

Alice's Adventures in Wonderland
by Lewis Carroll

Mrs Frisby and Other Animals
by Richard Adams

Matilda
by Roald Dahl

Willy Wonka and the Chocolate Factory
by Roald Dahl

The Secret Garden
by Frances Hodgson Burnett

Matilda's Marvellous Escape
by Diarmuid Ó Catháin

The English Fairy Book
by Barbara Goldsmith

James and the Giant Peach
by Roald Dahl

Room on the Broom
by Julia Donaldson

Little Women
by Louisa May Alcott

Show more

Reading Every Day

Children should be given the opportunity to read every day. This can either be by themselves or with another person.



It's important to remember that you can still ask questions afterwards even if your child prefers to read on their own. Try asking them to summarise what they've just read or ask them if they've discovered any new words. You can always look up their meaning in a dictionary together.



Why not set up a special reading area in your house? Try to make somewhere quiet and comfortable where reading is fun.



Recap

To support your child to achieve their reading potential, have a go at the following:



read with them or let them read independently every day;



ask a variety of questions about what they have read, even if they're reading to themselves;



set up a special place dedicated to reading;



make sure that you have a variety of reading materials available, such as newspapers, fiction texts, non-fiction texts, online articles or reference books;



show that you enjoy reading too by sharing things you've discovered;



make sure that reading is seen as a fun and enjoyable activity rather than a punishment or a chore.

Game to try

Pick a book.
Try out the board game.

