

# Reading with Your Year 5/6 Child

**Parent Advice Booklet**





# National Curriculum Expectations

## Year 5 and 6

By the beginning of year 5, 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 5 and 6 should ask for help in determining both the meaning of the word and how to pronounce it correctly.

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 meaning 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. 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.



# Year 5/6 Common Exception Words

By the end of year 6, children are expected to be able to read and spell these common exception words.

## Years 5 and 6 Common Exception Words

<b>Aa</b>	accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward	<b>Cc</b>	category cemetery committee communicate community competition conscience conscious controversy convenience correspond criticise curiosity	<b>Ee</b>	embarrass environment equipment equipped especially exaggerate excellent existence explanation	<b>Hh</b>	harass hindrance	<b>Nn</b>	necessary neighbour nuisance	<b>Rr</b>	recognise recommend relevant restaurant rhyme rhythm	<b>Tt</b>	temperature thorough twelfth
				<b>Ii</b>	identity immediate immediately individual interfere interrupt	<b>Oo</b>	occupy occur opportunity	<b>Ss</b>	sacrifice secretary shoulder signature sincere sincerely soldier stomach sufficient suggest symbol system	<b>Vv</b>	variety vegetable vehicle	<b>Yy</b>	yacht
				<b>Ll</b>	language leisure lightning	<b>Pp</b>	parliament persuade physical prejudice privilege profession programme pronunciation						
				<b>Mm</b>	marvellous mischievous muscle	<b>Qq</b>	queue						

Year 5-6 children are expected to:	To support this, you could say:
<ul style="list-style-type: none"> <li>• apply their knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> </ul>	<p>Can you find a word which begins with the prefix <i>dis-</i>? What does the prefix <i>anti-</i> mean? So what could this new word mean?</p>
<ul style="list-style-type: none"> <li>• maintain positive attitudes to reading and an understanding of what they have read</li> </ul>	<p>Did you enjoy that book? Why? What kind of text would you like to read next?</p>
<ul style="list-style-type: none"> <li>• continue to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books</li> </ul>	<p>What did you think about...? Shall we go and watch a play about...? Have you ever read a... poem?</p>
<ul style="list-style-type: none"> <li>• read books which are structured in different ways and written for a range of purposes</li> </ul>	<p>Can you see any sub-headings in this text? Why are they used? What organisational feature is this?</p>
<ul style="list-style-type: none"> <li>• increase their familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our literacy heritage and books from other cultures and traditions</li> </ul>	<p>What type of story is this? Have you ever read a...? Let's go to the library and see if we can find a book from... What other cultures would you like to read about?</p>
<ul style="list-style-type: none"> <li>• recommend books that they have read to their peers, giving reasons for their choices</li> </ul>	<p>Would you recommend it? Who do you think would like this book? What makes it so good?</p>
<ul style="list-style-type: none"> <li>• 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</li> </ul>	<p>Can you see a theme running through this story? What is it? How often is it mentioned? How does this text differ to a story?</p>
<ul style="list-style-type: none"> <li>• make comparisons within and across books</li> </ul>	<p>Is that what... said had happened too? How is... similar to...? Do they differ?</p>
<ul style="list-style-type: none"> <li>• learn a wider range of poetry by heart</li> </ul>	<p>Can you recite...?</p>
<ul style="list-style-type: none"> <li>• prepare and perform poems and plays outloud, showing an understanding through intonation, tone and volume so that meaning is clear to the audience</li> </ul>	<p>Would you like to try going to a local drama group? Think about your voice when you read that; how might the witch speak?</p>
<ul style="list-style-type: none"> <li>• check that the books makes sense to them; discussing their understanding and exploring the meaning of new words in context</li> </ul>	<p>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...</p>
<ul style="list-style-type: none"> <li>• ask questions to improve their understanding</li> </ul>	<p>Is there anything you don't understand that you want to ask me about?</p>
<ul style="list-style-type: none"> <li>• draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</li> </ul>	<p>How do you think...is feeling? What makes you say that? Show me in the text. Why do you think... acted in that way?</p>
<ul style="list-style-type: none"> <li>• predict what might happen from the details stated and implied</li> </ul>	<p>What might...? What makes you think that? Show me in the text.</p>
<ul style="list-style-type: none"> <li>• summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> </ul>	<p>What theme can we see across these paragraphs? Is anything mentioned more than once?</p>

Year 5-6 children are expected to:	To support this, you could say:
<ul style="list-style-type: none"> <li>• identify how the language, structure and presentation contribute to meaning</li> </ul>	Why is this text set out in this way? How does that help you as a reader?
<ul style="list-style-type: none"> <li>• discuss and evaluate how authors use language, including figurative language, and consider the impact on the reader</li> </ul>	Can you find an example of figurative language on this page? Why might the author write in this way?
<ul style="list-style-type: none"> <li>• distinguish between statements of fact and opinion</li> </ul>	Do you think... is a statement of fact or an opinion? How do you know?
<ul style="list-style-type: none"> <li>• retrieve, record and present information from non-fiction texts</li> </ul>	Find the part of the text about... What does... mean?
<ul style="list-style-type: none"> <li>• participate in discussion about both books that are read to them and those they can read themselves, taking turns and listening to what others say</li> </ul>	Would you like me to read this page? What did you think of...? I thought that... Do you think... would like this book? What makes you think that?
<ul style="list-style-type: none"> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> </ul>	Over the holidays, I would like you to plan a presentation for me on... Can you explain to me why... is the best snack? I think... is. Let's debate it. Can you think of three reasons why...?
<ul style="list-style-type: none"> <li>• provide reasoned justification for their views</li> </ul>	Why do you think that? What evidence supports that idea?

### The National Curriculum also recommends:

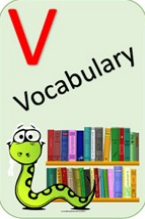
- Teaching your child the technical terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.
- Reading whole books to your child so that they can meet texts and authors they might not choose to read themselves.
- Exposing your child to more than 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.
- Providing your child with ample opportunities to access increasing challenging texts which explore a variety of themes.



# SATs Questioning

In the KS2 English Reading Tests, your child's understanding of reading is tested through eight different strands, known as 'content domains'. At Settle Primary School we use VIPERS to teach these domains in all classes.

VIPERS



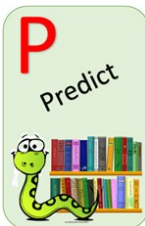
Content Domain 2a:

Give/Explain the meaning of words in context.



Content Domain 2d:

Make inferences from the text / explain and justify using evidence from the text.



Content Domain 2e:

Predict what you think will happen from the details stated and implied.



Content Domain 2f, g, h:

Identify/explain how information/narrative context is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text.



Content Domain 2b:

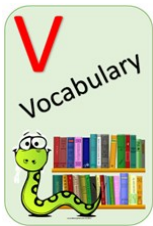
Retrieve and record key information/key details from fiction and non-fiction.



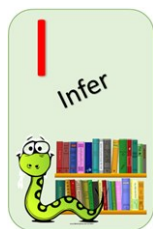
Content Domain 2c:

Summarise main ideas from more than one paragraph.

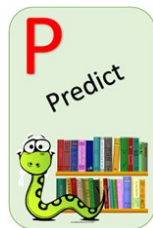
Getting your child used to answering questions from each of these content domains prepares them for their SATs reading assessment at the end of Year 6. Asking a few of these sample questions per night will build your child's experience.



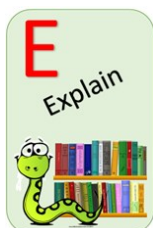
- What do the words ..... and ..... suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....



- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of ..... show that they are .....
- How can you tell that.....
- What impression of ..... do you get from these paragraphs?
- What voice might these characters use?
- What was .... thinking when.....
- Who is telling the story?



- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this?
- What will happen after?
- What does this paragraph suggest will happen next?
- What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.



- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of ..... effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does ..... have on the audience?
- How does the author engage the reader here?• Which words and phrases did ..... effectively?
- Which section was the most interesting/exciting part? How are these sections linked?



- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did...?
- What happened to...?
- What does.... do?
- How ..... is .....?
- What can you learn from ..... from this section?
- The story is told from whose perspective?



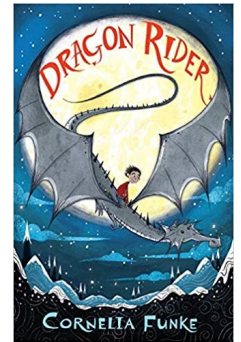
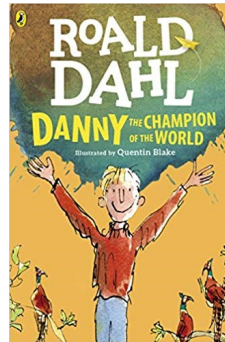
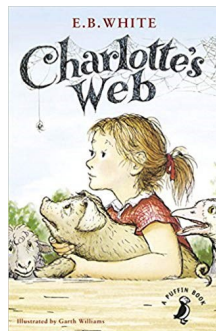
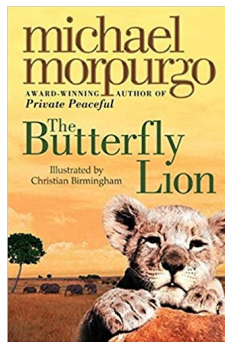
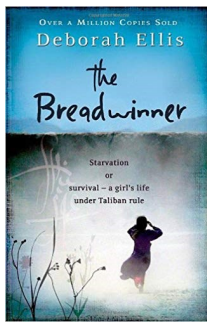
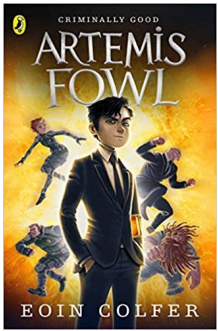
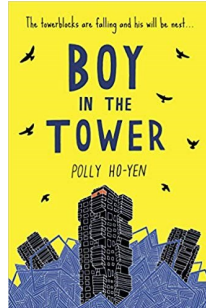
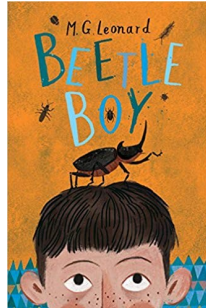
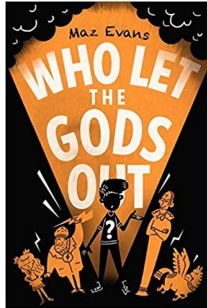
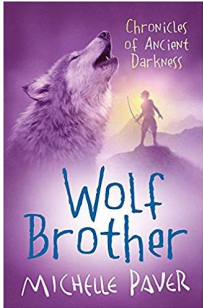
- Can you number these events 1-5 in the order that they happened?
- What happened after .....
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?



# Recommended Reads

## Year 5

Find more titles at: <https://schoolreadinglist.co.uk/reading-lists-for-ks2-school-pupils/suggested-reading-list-for-year-5-pupils-ks2-age-9-10/>



## Year 6

Find more titles at: <https://schoolreadinglist.co.uk/reading-lists-for-ks2-school-pupils/suggested-reading-list-for-year-6-pupils-ks2-age-10-11/>

