

Northop Hall CP School



Help your child
with reading

Year Six

Key questions you can ask your child when reading a book, to help them reach their target:

- Give children a comment or statement on an event in the story. Does this surprise you? Why?
- What did character X mean when he/she said Y?
- Explain the use of words X and Y in this text.
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- Why might character X have found this surprising/ scary/ upsetting?
- Explain a character's different/ changing feelings throughout a story. How do you know?
- What are the clues that a character is liked/ disliked/ envied/ feared/ loved/ hated/ etc...?
- X's feelings change throughout the story. How has the author shown this?
- Why does the author describe something in a certain way?
- Why has the writer included...?
- Choose a moment from the text and question your child on the atmosphere before and after the moment. How and why has it changed?
- Describe different characters' reactions to the same event in a story.
- Why is 'X' (character/ event/ setting) important in the story?

TARGETS - Year Six

The following information is intended to give you some idea of the things that your child should be able to do by the end of the year:

... talk about how and why a text affects me as a reader

... use my knowledge of word derivations and form to understand new words in reading

... use my knowledge of grammar to read and understand complex sentences

... read aloud fluently, pausing at full stops, and changing voice for exclamation, question and speech marks

... discuss what I like to read and give my reasons

... quickly decide how useful a text might be

... navigate texts quickly and effectively

... comment critically on the impact of language and themes in my books



The
Year 6 Reader
'I can . . . '

... understand that connectives signal changes of tone, voice, opinion, in different text-types

... recognise and describe the styles of different writers

... use my knowledge of different text types to help me understand the meaning

... analyse and discuss how the author conveys moods, messages, feelings and attitudes using inference and deduction

... decide how successful a text is in affecting the reader in the way the author intended

... can tell the difference between a stated point of view and one that is 'hidden' in the text

SILENT READING

Good readers in Year 6 should usually read to themselves in a quiet room, so that they can get absorbed in a story. They should be able to discuss what they feel about the characters and the plot.

CHOOSING THE RIGHT BOOK

Let them choose

Your child is far more likely to be interested in a book if he/she has chosen it by him/herself. The teacher will be able to help choose a book at school for reading at home, but you could also use books from the library, magazines, instructions for games, etc.

Too easy or too hard

Usually, the choice will be about right, but as a rough guide, you can check by using the five-finger test. Be aware that occasionally teachers may decide to push your child forward with a book that doesn't exactly meet this criterion, or consolidate at a slightly lower challenge to improve comprehension.

What to do if a book is too difficult

If your child chose the book he/she is probably interested in it so don't just send the book straight back to school. You might try the following:

- Talk about the pictures, cover blurb
- Read the book aloud
- Talk about what has happened in the story
- Comment in the reading record book

What to do if a book is too easy

Just carry on as normal - sometimes it is a good idea to read easy things because nothing is more encouraging than success. At the end of the book praise your child for reading well.

Choosing the



Right Book

Use the five finger method

Choose a page to read.
Each time you see a word you do not know, put up one finger.

When you finish reading,
see how many fingers are raised.

- 1 finger - easy reading
- 2 fingers - easy reading
- 3 fingers - just right
- 4 fingers - challenging
- 5 fingers - difficult

It is not only books that help your child to read.

At breakfast time - Look at the words on cereal packets, milk and fruit juice cartons. Talk about which words are factual and which are persuading you to buy the product.

Look in the papers - If your child recognises a famous face, e.g. a football or TV star, it will make them want to read the story.

In the streets - You'll see advertising posters and place names.

In the shops - Your child can help you to find things in the supermarket by reading what's in each aisle.

Videos - Video boxes usually tell you the story. Get your child to read the box as well as watching the film.

Looking at catalogues - Let your child help with choosing clothes, presents, etc.

Unpacking the shopping - Your child can read the words on your groceries while helping to put them away.

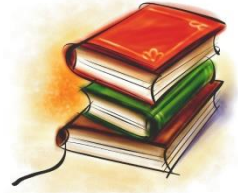
CDs and tapes - Your child will find it easier to follow the words if they can hear them at the same time.

Computers - Using the keyboard will help your child become familiar with letters, and they will enjoy following instructions for simple games.

GENERAL TIPS FOR READING

Be enthusiastic

Your child will only be keen if you are. Your encouragement and interest will help your child enjoy reading and show him/her that you think it's important.



Give lots of praise

Children like to feel that their efforts are appreciated. It gives them confidence and makes them feel good. Let them know it's all right to make mistakes.

Give them time

Let your child make a guess before you tell them a word. Help them to get the first sound or try breaking the word up into smaller sections.

Don't make them try too hard!

It doesn't matter if you have to tell them the word sometimes

Ask lots of questions

Check they understand the story by asking them questions about what happens. Use the pictures to explain what's happening.

Find a quiet place

Children are easily distracted. They will not be able to read well if the television is on in the same room.

Little and often

If your child finds reading difficult, frequent short sessions are better than one long one. The quality of the reading is more important than the quantity. It is better to read for 10 minutes and then talk about the book for 10 minutes, rather than just reading 20 minutes. This will help your child develop their comprehension skills.

Fluent readers

Fluent readers should read silently to themselves, but you should still find time to talk about the themes of the book.

Special time

The best time to share a book is when your child wants to read to you. Remember they may have had a busy day in school and might not be ready to concentrate when they first come home. Try to avoid interrupting a favourite television programme or an exciting game with a friend. After tea might be a good time, or perhaps just before bed.

Keep calm

This is not always easy. Some children read slowly and may get stuck on words they could read easily the day before. They may struggle with short words, which we think are easy - even good readers make careless mistakes. Do not pressure them by saying things like "Come on, you should know that word." Try to be relaxed.

Above all - try to make reading fun for you and your child!