



## Reading in Year 5 and 6



*All children need to imagine themselves as the main protagonist in a story: celebrating a birthday, going shopping, being ill, having a tantrum, having their hair cut, worrying about a new sibling, being the superhero, going camping, visiting the seaside and having adventures. (The Reading Framework, The Department for Education, July 2021)*

### Library Lexile Books

Your child will take a “lexile test” which will give them a lexile number to help them choose suitable library books. Children will take a **lexile quiz** after reading each book, and will take a **lexile test** at least 6 times a year. We expect children to read short/picture books three times before taking a quiz. Children should aim to read little and often e.g. 10-15 minutes a day, and use class dojo to record reading at home.

### Short Books

We expect children to read short/picture books three times before taking a quiz. They should aim to read little and often e.g. 10-15 minutes a day. When children gain fluency they are able to gain more enjoyment and understanding of the story and you can ask them questions and discuss the story in more detail.

Remember little and often is key - you do not need to read a whole book each time but if you return to a book after reading one or two pages, recap by talking about what has happened so far.

### Chapter Books

Chapter books do not need to be read more than once, however children should read some of the book aloud to an adult. This is to ensure that your child has opportunities to assist with decoding and to clarify words. We would recommend completing the book within two weeks, as a longer period of time can make it difficult to remember the book well enough to pass the quiz. Your child’ teacher will check their Scholastic Reading Report card regularly to see how they are progressing with their reading comprehension. Use class dojo to record reading at home.

### How to help your child with reading aloud.

- Show curiosity about what you’re going to read: ‘This book looks interesting. It’s about an angry child. I wonder how angry he gets...’
- Read through the whole story or chapter the first time without stopping too much. Let the story weave its own magic.
- Read with enjoyment. If you’re not enjoying it, your child won’t.

On later readings:










- Let your child pause, think about and comment on the pictures or events.
- If you think your child did not understand something, try to explain: ‘Oh! I think what’s happening here is that...’
- Chat about the story and pictures: ‘I wonder why she did that?’; ‘Oh no, I hope she’s not going to...’; ‘I wouldn’t have done that, would you?’
- Link the stories to your own family experiences: ‘This reminds me of when ...’
- Link stories to others that your child knows: ‘Ah! Do you remember the dragon in ....? Do you remember what happened to him?’
- Avoid asking questions to test what your child remembers.
- Avoid telling children that reading stories is good for them.

**You can find more ideas at:**

[10 top tips for parents to support children to read - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/10-top-tips-for-parents-to-support-children-to-read)

## Word Knowledge

This is the vocabulary taught during reading comprehension sessions and practiced when any text is shared with the class.

 <p>Decoding</p>	<ul style="list-style-type: none"><li>• I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology) to read aloud and know the meaning of new words that I meet.</li><li>• I can read aloud and understand the meaning of the words on the Year 5/6 list.</li></ul>
 <p>Predicting</p>	<ul style="list-style-type: none"><li>• I can predict what might happen next more complex texts by using the evidence in the text.</li></ul>
 <p>Clarifying</p>	<ul style="list-style-type: none"><li>• I can explain characters' feelings, thoughts or reasons for their actions using evidence from the text.</li><li>• I can discuss and compare events, issues and characters within a book.</li></ul>
 <p>Reading for pleasure</p>	<ul style="list-style-type: none"><li>• I can show that I enjoy reading by reading lots of different types of books.</li><li>• I can write or give a detailed book review including reasons why I would recommend the book.</li><li>• I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume.</li></ul>
 <p>Summarising</p>	<ul style="list-style-type: none"><li>• I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</li></ul>
 <p>Inference</p>	<ul style="list-style-type: none"><li>• I can explain my thoughts with evidence from the text.</li></ul>
 <p>Questioning</p>	<ul style="list-style-type: none"><li>• I can ask sensible and interesting questions about the texts I have read to help me understand them.</li></ul>
 <p>Language for effect</p>	<ul style="list-style-type: none"><li>• I can evaluate and discuss how authors use language, including figurative language, considering the impact on the reader.</li></ul>
 <p>Themes and Conventions</p>	<ul style="list-style-type: none"><li>• I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts.</li></ul>

