

Reading with your child at home

Parent Advice
Booklet

Year 5 and 6



The Meadows
Primary Academy

Year 5&6 National Curriculum Expectations – How Parents can help:

Year 5-6 children are expected to:	To support this, you could say:
<ul style="list-style-type: none"> • apply their knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet 	<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"> • maintain positive attitudes to reading and an understanding of what they have read 	<p>Did you enjoy that book? Why? What kind of text would you like to read next?</p>
<ul style="list-style-type: none"> • continue to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books 	<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"> • read books which are structured in different ways and written for a range of purposes 	<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"> • 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 	<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"> • recommend books that they have read to their peers, giving reasons for their choices 	<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"> • 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 	<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"> • make comparisons within and across books 	<p>Is that what... said had happened too? How is... similar to...? Do they differ?</p>
<ul style="list-style-type: none"> • learn a wider range of poetry by heart 	<p>Can you recite...?</p>
<ul style="list-style-type: none"> • prepare and perform poems and plays outloud, showing an understanding through intonation, tone and volume so that meaning is clear to the audience 	<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"> • check that the books makes sense to them; discussing their understanding and exploring the meaning of new words in context 	<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"> • ask questions to improve their understanding 	<p>Is there anything you don't understand that you want to ask me about?</p>
<ul style="list-style-type: none"> • draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence 	<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"> • predict what might happen from the details stated and implied 	<p>What might...? What makes you think that? Show me in the text.</p>
<ul style="list-style-type: none"> • summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas 	<p>What theme can we see across these paragraphs? Is anything mentioned more than once?</p>

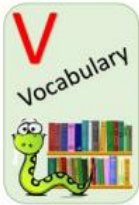
Year 5-6 children are expected to:	To support this, you could say:
<ul style="list-style-type: none"> • identify how the language, structure and presentation contribute to meaning 	Why is this text set out in this way? How does that help you as a reader?
<ul style="list-style-type: none"> • discuss and evaluate how authors use language, including figurative language, and consider the impact on the reader 	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"> • distinguish between statements of fact and opinion 	Do you think... is a statement of fact or an opinion? How do you know?
<ul style="list-style-type: none"> • retrieve, record and present information from non-fiction texts 	Find the part of the text about... What does... mean?
<ul style="list-style-type: none"> • 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 	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"> • 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 	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"> • provide reasoned justification for their views 	Why do you think that? What evidence supports that idea?

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.

Preparing your child for SATs- VIPERS

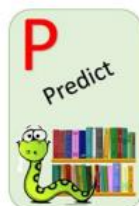
Getting your child used to answering questions from each of these 'VIPER' skills prepares them for their SATs reading assessment at the end of Year 6. Asking a few of these sample questions per night will build your child's experience.



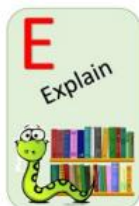
- What do the words and suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which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

By the end of year 6, children are expected to be able to read and spell these common exception words. Your child will receive these on 'spelling challenge cards.' Practise them and when your child is ready to be tested, cut the slip from the bottom and send the slip into school. Your child will then receive the next challenge card to read and spell.

Aa

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward

Bb

bargain
bruise

Cc

category
cemetery
committee
communicate
community
competition
conscience
conscious
controversy
convenience
correspond
criticise
curiosity

Dd

definite
desperate
determined
develop
dictionary
disastrous

Ee

embarrass
environment
equipment
equipped
especially
exaggerate
excellent
existence
explanation

Ff

familiar
foreign
forty
frequently

Gg

government
guarantee

Hh

harass
hindrance

Ii

identity
immediate
immediately
individual
interfere
interrupt

Ll

language
leisure
lightning

Mm

marvellous
mischievous
muscle

Nn

necessary
neighbour
nuisance

Oo

occupy
occur
opportunity

Pp

parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation

Qq

queue

Rr

recognise
recommend
relevant
restaurant
rhyme
rhythm

Ss

sacrifice
secretary
shoulder
signature
sincere
sincerely
soldier
stomach
sufficient
suggest
symbol
system

Tt

temperature
thorough
twelfth

Vv

variety
vegetable
vehicle

Yy

yacht



Spelling Challenge



BRONZE

Spelling Challenge - Level 5
I'm ready... Test me!



SILVER

Spelling Challenge - Level 5
I'm ready... Test me!

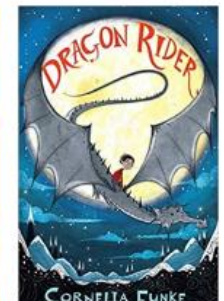
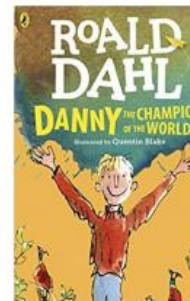
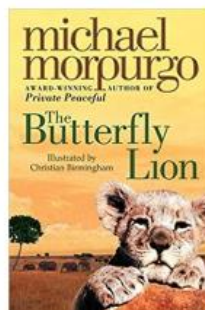
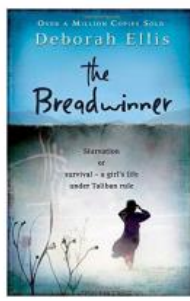
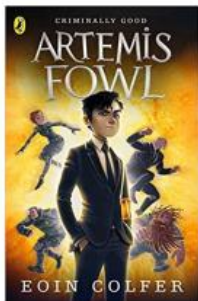
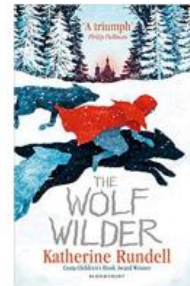
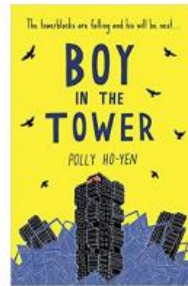
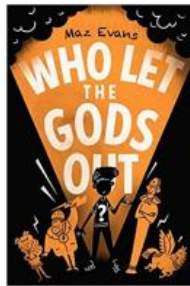
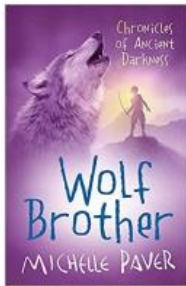


GOLD

Spelling Challenge - Level 5
I'm ready... Test me!

Recommended Books to read:

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/>

