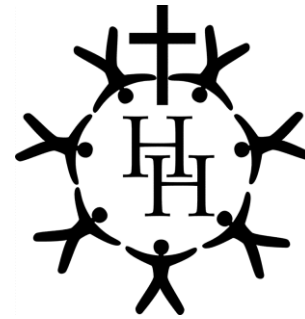


# Helping Your Child with Reading at Home



Year 5 and 6



"The more that you read, the more things you will know. The more that you learn, the more places you'll go."

— Dr. Seuss, *I Can Read With My Eyes Shut!*

## The Importance of Reading

Reading is a key part of the Primary English Curriculum. It allows children to develop the ability to extract information from a variety of texts and deepen their knowledge, understanding and experiences within a wide variety of contexts. It also enables them to access all other parts of the curriculum outside of English itself.

However, it is not just the act of learning to read at school that matters. Reading for pleasure is also a vital part of a child's wider cognitive development and the impact of reading regularly at home with your child can be invaluable. This booklet aims to support you in reading at home for pleasure with your children.

### What the research says:

- ✚ children who read for pleasure make more progress in maths, vocabulary and spelling between the ages of 10 and 16 than those who rarely read.
- ✚ reading for pleasure is more important for children's cognitive development between ages 10 and 16 than their parents' level of education.
- ✚ Children who are read to regularly by their parents at age 5 perform better in maths, vocabulary and spelling at age 16 than those who were not helped in this way.

(Source: <http://www.ioe.ac.uk/89938.html>)

## Ideas for reading at home- Key Stage 2

As children get older, they become more independent with their reading and may choose to read on their own rather than with an adult sometimes. However, shared reading activities using more complex texts allows children to feel more confident and will extend their experience beyond their own reading 'comfort zone'.

- ✚ Read books about topics at school to support their learning in other areas. These books can be borrowed from school or the local library.
- ✚ Take books and magazines when going on a journey or when on holiday.
- ✚ Read match reports or articles about their favourite sports team.
- ✚ Research on the internet together e.g. looking at sports team websites or their favourite author to find out more about them.
- ✚ Model reading more complex texts to your child as well as listening to them read to you.

## 7 instant ways to improve reading for pleasure at home, at any age!

- ✚ Spend 10 minutes a day reading together. Make it fun and establish it as 'special time' with each other. Choose books, magazines, brochures, catalogues, menus, recipes, posters or newspapers that you both enjoy.
- ✚ Encourage children to make up their own characters and stories and orally tell stories to you.
- ✚ Buy books as presents.
- ✚ Make a special place to keep reading books at home.
- ✚ Join the library. They have lots of free events during school holidays to support reading for pleasure.
- ✚ When reading, point out unusual words and discuss what they mean. This stresses the importance of actually understanding what has been read for your child.
- ✚ Let your child see you reading. Talk about what you like and don't like to read.

## Developing a Reading Community

At Hanging Heaton, we pride ourselves on the importance we place on reading. It is our aim that we develop a reading community where our children are both proficient and confident in reading and enthusiastic about picking up a book! In order to achieve this, reading must be an activity which goes beyond the classroom.

**We want reading to be encouraged and modelled by everyone to teach our children that in a world that is full of other distractions, reading really does still matter!**

### Some common myths amongst our children about reading!

#### You can't read the same book twice!

Children, particularly younger children, often choose to return to familiar and favourite books. This should be encouraged as it is building up the child's confidence and understanding that reading is pleasurable.

#### Reading is a chore or 'part of homework'.

It is our aim that children at our school do not see reading as 'another job on the list'. By promoting reading for pleasure, our aim is that children at our school will choose to read because they *want* to rather than because they *have* to.

#### Reading means reading a book!

Everywhere we look, there are things to read. Reading can be done anywhere at any time including researching online, reading relevant newspapers, comics and magazines, reading a recipe or following a set of instructions for a game. Reading does not always mean reading a book!

## Questions to ask your child

**As children progress into Upper Key Stage 2 (Year 5 and 6), they should be:**

- independent readers
- Gaining a deeper understanding to answer more complex inference based questions, forming opinions and interrogating the author's choice of language in detail
- Choosing books for themselves based on personal interests
- Applying reading skills to wider contexts independently to support learning in other areas
- **Below are examples of questions and questions starters that can be used when reading any book with you child. It is important that Year 5 and 6 become increasingly more confident answering questions from the bottom 2 boxes in a range of texts.**

### **Retrieval questions**

- Where and when did the story take place?
- What did s/he/it look like?
- Who was s/he/it? Can you name the....?
- Where did s/he/it live?
- Who are the characters in the book?
- What happened after?
- How many....?
- Describe what happened at....?
- Who spoke to ....? Identify who....?
- Can you tell me why? Which is true or false....?
- Find the meaning of....?
- What is. ... ?

### **Inference questions (considering how characters feel, think and what their motives are from their actions**

Describe in your own words .....(interpret)

- What do you think will happen because of ...(infer/deduce depending on text evidence)
- How do we know that .....?(deduce/infer- depending on text)
- If you were in \_\_\_\_\_'s shoes what would you do now? (interpret)
- Look at the text and find.... What do you think...?(infer)
- What was \_\_\_\_\_ thinking as he...? How do you know? (could be any depending on the text)
- Where are the examples to support your point of view?

### **Analysis of author's language use**

- What does (word/phrase) mean? Why has the author used this phrase/feature? E.g. italics, bold, repetition, simile, exclamation marks, headings, bullet points, captions etc. Comment on the effect.
- What has the author used in the text to make this character funny/sad/angry/tense? How effective is this?
- How has the author used the text to make the situation or event angry/tense? Comment on the effect.
- As a reader, how do you feel about...? How has the author created this feeling?
- Which words and phrases tell you that the author is describing...?
- How could the meaning be changed by altering the punctuation? E.g. commas, full stops, ellipsis, exclamation marks etc. Comment on the effect.
- Comment on the technical language..... and.....? Explain why the author used it.
- What words/phrases indicate the author's attitude?
- Why has the author used repetition? What effect does it have?

### **Commenting on the writer's purpose and viewpoint**

- Why did the author choose this setting?
- What do you think the writer's purpose is? How do you know?
- What did the writer intend by (phrase /sentence /incident... etc)?
- What is the purpose of this particular paragraph/character/change?
- Why has the author used humour at this point?
- Look at the caption and diagram. What does it explain to you? Why does the writer choose to include them?
- What impression do you think the writer wants to give of this character? Why? What effect does this have on other characters?
- In this paragraph, what effect does the author want to have on the reader?
- Which other author handles time in this was e.g. flashbacks; dreams? Which stories have openings like this?
- By using these words/phrases (.....) what effect has the author had on the reader?