

How to Support Your
Year 6 Child with
Reading



Parent Advice Booklet

National Curriculum Expectations

Year 6

At the end 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 6 should independently ask for help in determining both the meaning of the word and how to pronounce it correctly.

Year 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 meanings of unfamiliar words and then discuss what they have read.

During year 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.

| <p align="center">Some Key Year 6 expectations:</p> | <p align="center">To support this at home, when reading with your child, you could say:</p> |
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| <p>In order to read aloud and to understand the meaning of new words they meet, children should apply their knowledge of root words, prefixes and suffixes.</p> | <p><i>Can you find a word which begins with the prefix dis-?</i></p> <p><i>What does the prefix anti- mean? So what could this new word mean?</i></p> |
| <p>Children should maintain positive attitudes to reading and an understanding of what they have read.</p> | <p><i>Did you enjoy that book? Why?</i></p> <p><i>What kind of text would you like to read next?</i></p> |
| <p>Continue to read and discuss a wide range of fiction, poetry, plays, non-fiction, reference books and textbooks</p> | <p><i>What did you think about...?</i></p> <p><i>Shall we go and watch a play about...?</i></p> <p><i>Have you ever read a... poem?</i></p> |
| <p>Read books which are structured in different ways and written for a range of purposes.</p> | <p><i>Can you see any subheadings in this text? Why are they used?</i></p> <p><i>What organisational feature is this?</i></p> |
| <p>Increase their familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> | <p><i>What type of story is this?</i></p> <p><i>Have you ever read a...?</i></p> <p><i>Let's go to the library and see if we can find a book from...</i></p> <p><i>What other cultures would you like to read about?</i></p> |
| <p>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> | <p><i>Can you see a theme running through this story? What is it? How often is it mentioned?</i></p> <p><i>How does this text differ to a story?</i></p> |
| <p>Check that the book makes sense to them; discussing their understanding and exploring the meaning of new words in context.</p> | <p><i>Tell me about what you've just read. Were there any words you didn't quite understand?</i></p> <p><i>The word... means...; In a sentence it's...</i></p> |

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| <p>Ask questions to improve their understanding.</p> | <p><i>Is there anything you don't understand that you want to ask me about?</i></p> |
| <p>Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p> | <p><i>How do you think... is feeling? What makes you say that? Show me in the text.</i></p> <p><i>Why do you think... acted in that way?</i></p> |
| <p>Predict what might happen from details stated and implied.</p> | <p><i>What might...? What makes you think that? Show me in the text.</i></p> |
| <p>Identify how language, structure and presentation contribute to meaning</p> | <p><i>Why is this text set out this way? How does that help you as a reader?</i></p> |
| <p>Provide reasoned justification for their views.</p> | <p><i>Why do you think that?</i></p> <p><i>What evidence supports that idea?</i></p> |