

Supporting Your Child's Reading

Reading impacts hugely on children's writing ability and general learning. Encourage your child to read as much as possible at home. They should read for 20- 30 minutes every day.

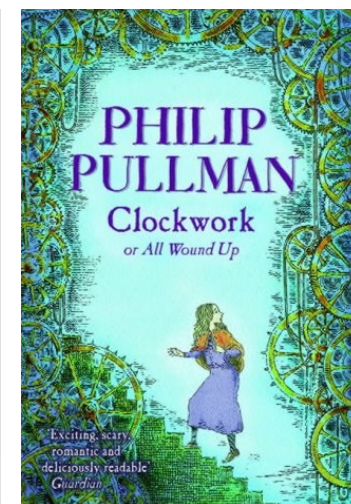
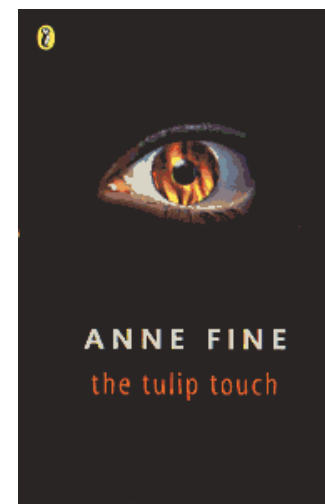
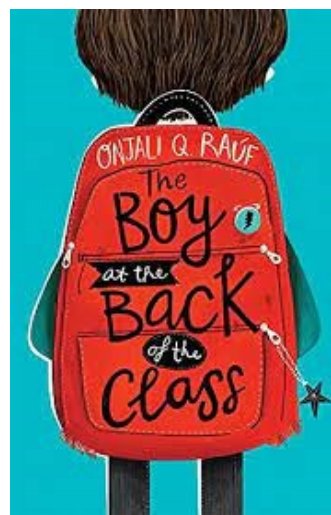
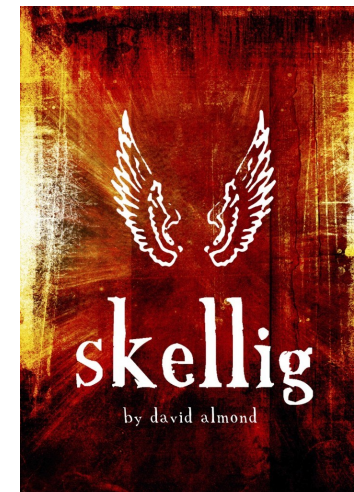
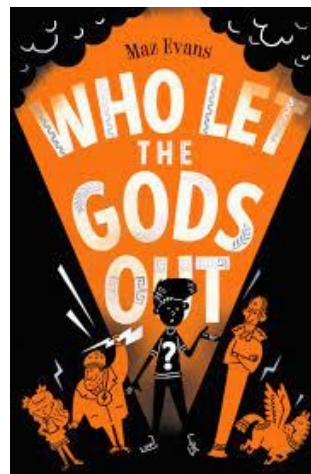
It is important your child reads a range of text types and genres to broaden their thinking. This includes reading the newspaper, magazines, poetry and a range of non-fiction texts. For a range of fiction genres at year six expected standard, see the attached reading list for a few suggestions, and of course they can ask the teachers or the reading pioneers.

Although year six children are expected to read independently, showing an interest in what your child is reading gives encouragement, and even older children love read to you and when you read to them. To support your child's comprehension and to prompt discussion about what they are reading, we have included a range of question prompts below:

- What happened in the story? What do you predict will happen next?
- Why do you think that happened?
- What is your favourite part/ character/ illustration etc? Why?
- Did you enjoy the story? Why?
- What did we find out about the characters? Why did the character behave in that way? What is your opinion of what they did?
- How is the character feeling? How do you know? How would you feel in their situation? Why?
- Has the character changed in the story? How? Would you be friends with this character? Why?
- Why has the author used this word/phrase etc?
- Do you like the way this author writes? Why?
- Would you recommend this story to someone else? Who? Why?
- What message was the author trying to give us?
- Has reading this changed your opinion?



FAIRCHILDES
PRIMARY SCHOOL



Reading in Year Six

Year Six Expected Standards

- Use knowledge of root words, prefixes and suffixes and the context to understand the meaning of new words
- Read and discuss a range of texts including fiction (myths and legends, traditional stories and stories from other cultures etc.), non-fiction, poetry, plays, newspapers etc.
- Recommend books to others, giving reasons for my choices
- Identify themes in and across writing
- Make comparisons within and across texts
- Read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- Understand what is read by checking it makes sense, discussing my understanding and exploring the meaning of words in context
- Ask questions to improve understanding
- Draw inferences such as characters' feelings, thoughts and motives from their actions and justifying with evidence from the text
- Predict what might happen from details stated and implied in the text
- Summarise the main ideas from a paragraph, identifying key details that support the main ideas
- Identify how language, structure and presentation contribute to meaning
- Evaluate how authors use language, considering the impact on the reader
- Distinguish between fact and opinion
- Retrieve, record and present information from non-fiction
- Discuss books, building on own ideas and challenging views courteously
- Provide reasons to justify views

Reading SAT

In May, the children in year 6 sit the SATs tests. The reading comprehension involves reading and answering questions related to what they have read.

- Lasts for 1 hour
- Tests comprehension skills
- Usually three unseen, un-themed texts which could include fiction, non-fiction and poetry
- Approximately 40 questions testing a range of skills
- Children will be given an opportunity in class beforehand to complete practice papers (previous SATs tests are used, so please do not use these at home.)
- Practice papers are available from a variety of publishers e.g. C.G.P., Letts etc.
- Skills tested include: retrieval, inference and deduction, relating to their own personal experiences, empathising, prediction, summarising, looking at how and why the author has structured a text and the language they have used
- Examples of the main question types:

Literal– answers can be found in the text e.g. what is Little Red Riding Hood wearing?

Inference and deduction– the answer cannot directly be found in the text but clues are given to deduce the answer and the children may be required to draw on their own personal experiences e.g. How is the grandma feeling? How would you feel if you were grandma?

Authorial– these questions are based on how the author has structured the text and what language they have used e.g. What technique has the author used to

Recommended Reading Books for Year Six

Joan Aiken—The Wolves of Willoughby Chase and Black Hearts in Battersea.

David Almond—Skellig, My Name is Mina, The Fire Eaters and Heaven Eyes.

Phillip Ardagh—The Eddie Dickens Trilogy (Awful End, Dreadful Acts and Terrible Times).

Malorie Blackman—Tell Me No Lies, Pig Heart Boy, Noble Conflict and Hacker.

Lucy Boston—Children of Green Knowe.

Betsy Byars—The Midnight Fox.

Lewis Carroll—Alice’s Adventures in Wonderland

Frank Cottrell Boyce—Millions

Helen Cresswell—Moondial

Kevin Crossley Holland—Arthur-The Seeing Stone, Beowulf, Short, Storm and The Riddlemaster.

Helen Dunmore—Ingo

Maz Evans– Who let the God’s out, Simply the Quest, Beyond the Odyssey

Anne Fine—The Tulip Touch, Madame Doubtfire, Up on Cloud Nine, Bill’s New Dress and Flour Babies.

Leon Garfield—Smith, Black Jack and The December Rose.

Maurice Gleitzman—Once, Next

Anne Holm—I am David

Anthony Horowitz—The Diamond Brothers (series), Alex Ryder (series) and Granny.

Eva Ibbotson—Journey to the River Sea

Pete Johnson—My Friend’s a Werewolf

Judith Kerr— When Hitler Stole Pink Rabbit

C. Kingsley—The Water Babies.

Elizabeth Laird—Secret Friends, Kiss the Dust and Oranges in No Mans Land.

C.S. Lewis - The Chronicles of Narnia (series)

Michelle Magorian—Back Home

Michael Morpurgo—Private Peaceful, Warhorse, Mr Nobody’s Eyes, Running Wild, There’s An Elephant in the Garden, Friend or Foe, Kensuke’s Kingdom, Listen to the Moon and King of the Cloud Forests.

E. Nesbitt—Five Children and It

Gary Paulsen—Hatchet

Michelle Paver—Wolf Brother, Spirit Walker, Gods and Warriors, Ghost Hunter, Outcast and Soul Eater

Philippa Pearce—Tom’s Midnight Garden

Phillip Pullman—Clockwork, The Golden Compass, The Subtle Knife and The Amber Spyglass

Onjali Q Rauf– Boy at the back of the class, Night Bus Hero, The star outside my Window, Lion above the Door

Phillip Reeve—Mortal Engine, Larklight and Fever Crumb

Lynne Reid Banks—The Indian in the Cupboard

Louis Sachar—Dog’s Don’t Tell Jokes, The Cardturner, Small Steps, Fuzzy Mud, Holes

Ian Serrallier—The Silver Sword

Rosemary Sutcliffe— Sword Song, The Mark of the Horse Lord, Beowulf: Dragon Slayer, The Eagle of the Ninth, The Silver Branch and The Witch’s Brat

R.L. Stevenson— Treasure Island

Jacqueline Wilson—Jacky Daydreams, The Suitcase Kid, Runaway girlsClover Moon

Benjamin Zephaniah– Windrush Child, Refugee Boy, Talking Turkeys