

Newfield Park Primary School



Reading Together Y5 & Y6

September 2021

Why read?

Sharing books and stories is fun! Not only does it improve your child's reading and comprehension skills, but it can also help to build special memories and moments with your child, whatever their age! It also helps children:

- Understand the world around them
- Develop social and emotional skills
- Improve in school at a range of subjects, not just English!
- Build confidence with communication
- Strengthen their bond with you and other family members.

Reading with your child.

Many children enjoy books and reading. However, if your child is a reluctant reader, then the 'you read a page/paragraph, I read a page/paragraph' strategy may be the way forward. This helps children to understand the content whilst rehearsing decoding and word building skills. You will also be role modelling valuable skills to your child as you read aloud eg/ expression, intonation and use of punctuation to name but a few! Children are also more likely to read if they see you reading! You can:

- Read books together
- Tell each other stories
- Talk about pictures in books (even with older children...you will be amazed at how much can be gained from this activity. Pictures can be used to explore settings and characters and can help give clues in more challenging texts.)
- Share stories even when you don't have a book in front of you. Why not retell a family favourite?

What shall we read?

You can read anything! Try out a range of texts. Share stories, poems, newspapers, plays, factual texts...anything that interests them! For example, if your child is an avid football fan, then there are many magazines, biographies and skill development books that may be of interest to them. Some children like to read the same book again and again. Familiar books are comforting and can help to build confidence.

- Find your local library and see what your child likes

- Ask teachers, librarians or other parents to recommend books
- Visit the Book Trust website booktrust.org.uk/bookfinder
- Try downloading texts on tablets, Kindles or iPads or use storytelling apps...some children prefer this, just discuss and ask the same questions as you would with a printed book (Use of 'Airplane Mode' may cut down on any unexpected costs)

How shall we read?

Find a quiet place with no distractions. Turn off televisions, radios, computers and tablets. You don't need to make sure your child gets every word right, it is ok to make mistakes. Talk about the pictures and give hints or remind them to use their 'sounds/phonics' to work out unfamiliar words. Show your child that you are enjoying the text just as much as they are. For the budding actors among you faces, gestures, animal noises and character voices make the text come alive and will enhance the enjoyment for your child!

When should we read?

Reading for just 10 minutes per day with your child, has been scientifically proven to have a huge impact, ensuring an average of 1.27 million words read per year and 104% increase in word exposure.

- Take books with you so you always have a story to share. Read on the train or the bus together
- If you are outside, you can always use the day's events to make up a story later on
- Bedtime is the perfect time to read together. It helps to create a routine and can make going to bed something your child looks forward to. It is a special time for a parent and child to share.

Questions to ask when reading.

Here are some ideas for questions you might like to ask when reading, and give a flavour of the range of questions we would use in school. PLEASE do not feel that all questions have to be asked each time you share a book and do not feel under pressure to ask questions that you don't feel comfortable with. The most important thing is to **enjoy books and the reading experience** with your child.

...continuing to read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books

Would you read this type of book again? Why/why not?

What genre of books does this belong to?

Does the front cover show that this is one in a series?

Have you read any other books like this?

...reading books that are structured in different ways and reading for a range of purposes

What does this section of text tell you about?

When might someone use this non-fiction book?

How is the story/information organised? Why do you think this order/headings were chosen?

Does this text interest, inform, excite or engage you?

...increasing their familiarity with a wide range of books (myths, legends, traditional stories, modern fiction, classics, other cultures)

Have you been in a similar situation to the character in this book?

Could this book be known as a classic?

Where/when is this story/poem set? Does this make a difference when we read it?

Which do you prefer; texts set in historical times, modern day or the future? Why?

...recommending books they have read to their peers, giving reasons for their choices.

Who is this book aimed at? Do you think it is suitable for this audience?

What made you choose this book? Would you recommend it to others? Why?

...identifying and discussing themes in and across a wide range of texts

What is the main theme in this book?

Does the author write in 1st, 2nd or 3rd person? Why?

Does the author use metaphor, simile, alliteration, personification or onomatopoeia? What effect does this have?

What is the genre? How do you know? Can you list any features of this genre?

...making comparisons within and across books

Have you read any other books which deal with the same theme? How are they the same/different?

Can you identify the author's viewpoint?

Have you read any other stories which handle time in the same way eg/ flashbacks, dreams etc?

...learning a wider range of poetry by heart

How is the poem organised? Does the layout suit the content?

Can you find examples of simile/metaphor/personification in this poem?

Do any words or phrases repeat? Which lines stick in your mind and why?

How does this poem make you feel?

...preparing poems and plays to read aloud and perform, using intonation, tone and volume.

Have you changed the volume, strength or tone of your voice to communicate emotion or character?

...checking for sense, discussing understanding and the meaning of words in context

Find an unfamiliar word. Consider how it is used in this sentence. What do you think it means?

Now that you have read to, do you understand why acted in the way they did?

...asking questions to improve understanding

If you could ask the author a question about this book, what would you ask?

What would you like to find out at the start of this chapter?

...using clues (inference) on the basis of words and actions used by a character

What do you think is going to happen to the main character and how do they feel about this?

What evidence is there in the story to make you think this?

Who would you like to meet in the story and what are the reasons for your choice?

Why did the character behave in this way?

Based on what you know now, what do you think they were hoping to achieve?

...predicting what might happen on the basis of what has been stated and suggested

Who/what is on the front cover? Where are the characters?

What do these clues suggest about the text inside?

Based on what you know now, what do you think will happen next?

Can you think of more than one reason to support your idea, using evidence from the text?

...identifying how language, structure and presentation contribute to meaning

Can you find any words or phrases which show how the speaker is feeling?

Can you find a descriptive phrase and describe the picture it paints in your head?

Which words in particular create this effect?

What does....mean? Can you use another word? How does this change the effect in the story?

Do the events happen in time order? If not, why?

How is the information organised and presented? Why do you think this order/these headings were chosen?