

# READING IN YEAR 6



Miss Clifford



# READING AT FORTY HILL



**Fulfilled:** There are perhaps no days of our childhood we lived so fully as those we spent with a favourite book. —Marcel Proust

**Healthy:** Any book that helps a child to form a habit of reading, to make reading one of his needs, is good for him. —Maya Angelou

**Successful:** The more that you read, the more things you will know. The more that you learn, the more places you'll go." — Dr. Seuss

The aspiration for each of our children is based upon the need for them to enter the world of work as articulate and literate individuals with a strong love of reading. Competence in reading is the key to independent learning and has a direct effect on progress in all other areas of the curriculum. We want our children to be 'readers', not just children who can read.

Teaching pupils to read is arguably the most important aspect of primary education, enabling children to gain insight into the powerful world of imagination and access to the full National Curriculum. Success in reading has a direct effect on the progress made in most areas of the curriculum, therefore it is crucial that we help children to develop their independence, self-confidence and motivation in reading.

# OTHER OPPORTUNITIES TO DEVELOP READING

- ❖ Reading Challenge
- ❖ Class Book
- ❖ Home Reading Journals
- ❖ World Book Day

# READING AT HOME



- Please could the reading records be completed daily for each book your child brings home.

As your child becomes an independent reader, you may not always need to listen to them read out loud.

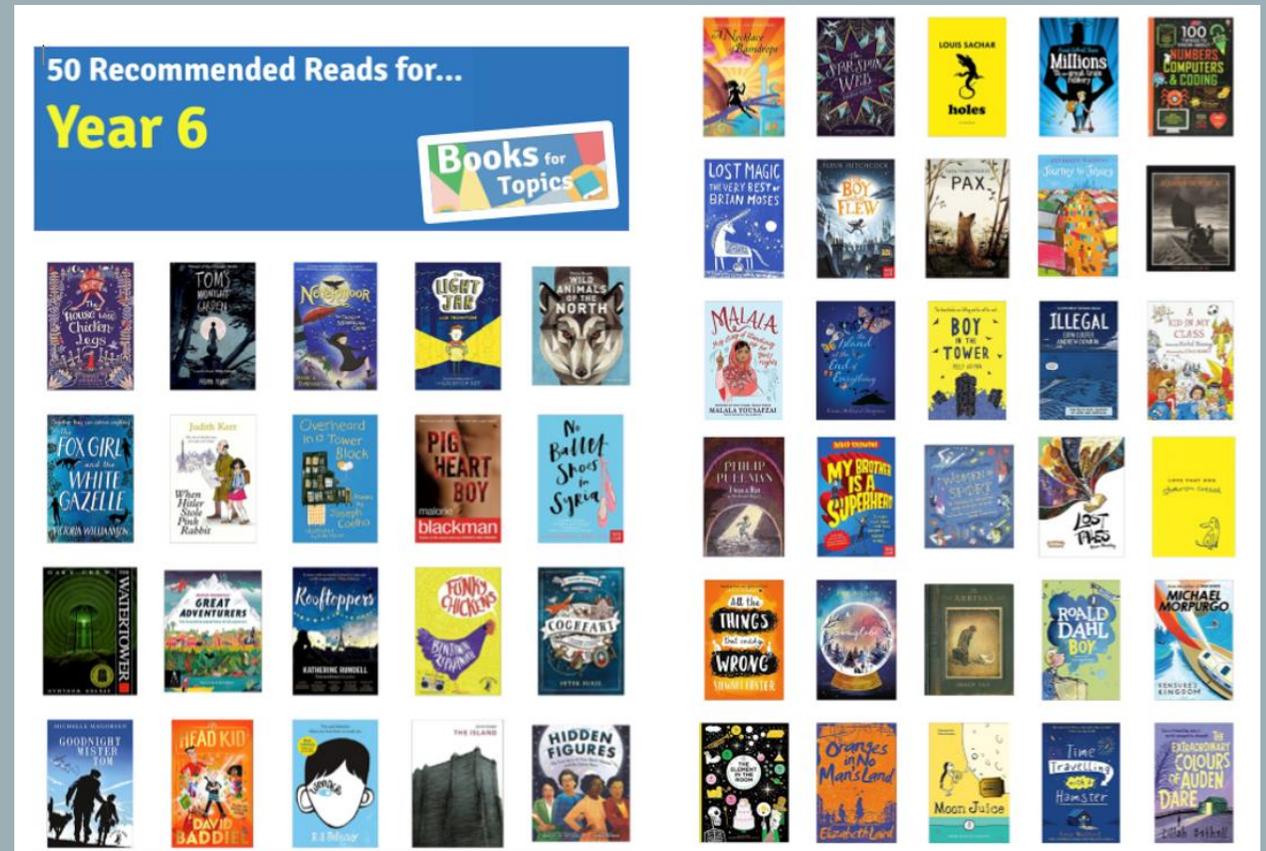
However, we suggest that you:

- Help them with the meaning of new words
  - Question them about the storyline, characters and settings (What are they like? Why do you think they did that? What do you think will happen next and why?)
  - Ask them how they feel about the book and why.
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- Your child WILL learn to read and will do so QUICKER if they find reading an enjoyable experience and read on a daily basis- your role in helping this experience is vital.
  - Make your home a 'reading house'- Children will want to read if they see you doing it!
  - Read TO your child even when they can read! This will significantly develop their vocabulary and love of reading.

# WHAT SHOULD A YEAR 6 CHILD BE READING?

Year 6 children should be reading...

- Something they enjoy
- Something challenging
- ANYTHING!



# WHAT DOES A YEAR 6 READER LOOK LIKE?

We use Objectives from the National Curriculum to give a basis on what Year 6 children should learning.

Component	Statement
Word Reading	I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that I meet.
Comprehension	I can maintain positive attitudes to reading and understand what I read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
Comprehension	I can maintain positive attitudes to reading and understand what I read by reading books that are structured in different ways and reading for a range of purposes.
Comprehension	I can maintain positive attitudes to reading and understand what I read by increasing my familiarity with a wide range of books. These include myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
Comprehension	I can maintain positive attitudes to reading and understand what I read by recommending books that I have read to my peers, giving reasons for my choices.
Comprehension	I can maintain positive attitudes to reading and understand what I read by identifying and discussing themes and conventions in and across a wide range of writing.
Comprehension	I can maintain positive attitudes to reading and understand what I read by making comparisons within and across books.
Comprehension	I can maintain positive attitudes to reading and understand what I read by learning a wide range of poetry by heart.
Comprehension	I can maintain positive attitudes to reading and understand what I read by preparing poems and plays to read aloud and to perform. I can show understanding through intonation, tone and volume so that the meaning is clear to an audience.

# WHAT DOES A YEAR 6 READER LOOK LIKE?

We use Objectives from the National Curriculum to give a basis on what Year 6 children should learning.

<b>Comprehension</b>	I can understand what I read by checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context.
<b>Comprehension</b>	I can understand what I read by asking questions to improve my understanding.
<b>Comprehension</b>	I can understand what I read by drawing inferences such as inferring characters` feelings, thoughts and motives from my actions. I can justify inferences with evidence.
<b>Comprehension</b>	I can understand what I read by checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context.
<b>Comprehension</b>	I can understand what I read by asking questions to improve my understanding.
<b>Comprehension</b>	I can understand what I read by drawing inferences such as inferring characters` feelings, thoughts and motives from my actions. I can justify inferences with evidence.
<b>Comprehension</b>	I can understand what I read by predicting what might happen from details stated and implied.
<b>Comprehension</b>	I can understand what I read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
<b>Comprehension</b>	I can understand what I read by identifying how language, structure and presentation contribute to meaning.
<b>Comprehension</b>	I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
<b>Comprehension</b>	I can distinguish between statements of fact and opinion.
<b>Comprehension</b>	I can retrieve, record and present information from non-fiction.
<b>Comprehension</b>	I can participate in discussions about books that are read to me and those that I can read for myself. I can build on my own and others` ideas and challenge views courteously.
<b>Comprehension</b>	I can explain and discuss my understanding of what I have read, including through formal presentations and debate. I can maintain a focus on the topic and use notes where necessary.
<b>Comprehension</b>	I can provide reasoned justifications for my views.

# HOW DO WE TEACH READING IN YEAR 6

There are whole class guided reading sessions four mornings a week at the start of the day. Reading is also developed throughout Literacy lessons and cross-curricularly. As a class the children are introduced to text, and through a carefully planned set of lessons:

- 1) Introduction to the text- identify and discuss new vocabulary
- 2) Be explicitly taught a comprehension skill, such as retrieval or inference, then have this modelled in the 'teacher talk' lesson
- 3) Pupils then apply the new skill in the 'pupil talk' lesson- orally and written over two lessons.

# HOW DO WE TEACH READING IN YEAR 6

We complete a previous SATS paper once a half term in order to prepare children for the SATS. This allows children to develop their understanding of types of questions asked and the different ways in which to answer them.

In Spring term, we use short tests, in guided reading sessions, to develop speed and accuracy in answering comprehension questions



# DIFFERENT TYPES OF READING SKILLS IN YEAR 6

- Inference
- Retrieval
- Word meaning
- Prediction
- Summary
- 3 mark questions
- Comparisons
- Authorial intent



## READING ACTIVITY- TEACHING SKILLS

Arrange these to show whether the character(s) is feeling positive or negative.

EXT: Write an abstract noun to go with each box.

His shoulders loosened when he got to the end of the test.	She wandered over to group of children with a fixed stare etched onto her face.	They trudged back to their seats with their heads bowed.
Mr Walker put a hand to his mouth with eyes open wide.	Her eyes lit up as she opened the present.	Letting out a sigh, they turned round and decided to go home.
The children grimaced as the man arrived, edging away from him slowly.	The trio skipped along the road, whistling as they went.	Tails wagged as the sound of footsteps on the doorstep filtered through the open window.

## READING ACTIVITY- TEACHING SKILLS

**The tyres screeched over the gravel driveway, sending dirt and small stones flying all around.**

**What is the story behind this sentence?**

## READING ACTIVITY- TEACHING SKILLS

How do these suggest different things about what could be happening? (Consider why they may be acting in that way...)

**The moonlight crept softly across the bay. It was time to leave.**

**The moonlight crept softly across the bay. It was time to return.**

# READING ACTIVITY

We were halfway through the news when the air raid started. It was a Friday in January: we were at the Picture Palace for the 6 p.m. showing of *The Mark of Zorro*. All month the Luftwaffe had been attacking us, their bombs falling on London like pennies from a jar, so the fact they couldn't hold off for just a few measly hours made me hate the Germans that little bit more.

The cinema trip had been my sister Sukie's idea, as most things were. We were all in need of cheering up that evening: after the tea we'd just eaten at home it was a wonder we were still alive.

'It's like brains,' Cliff, my eight-year-old brother, said, lifting the pan lid to show us. It was probably only minced meat and potatoes, but you never knew with Mum's dinners, especially the ones you had to reheat when she was working late. And Cliff relished gory details, being the sort who'd pick scabs off his knee just to see what was underneath.

'Well, you *never* get scabby knees, Olive,' he once said to me, like it was the biggest character flaw in the world. The truth was I preferred reading books to running about in the street. I didn't see it as a weakness, either.

But we had to eat the horrid supper, of course. No one chucked food away with a war on, not even stuff that resembled brains. You simply pinched your nose and swallowed hard, then glugged down a glass of water. Afterwards, Sukie, being the eldest and in charge, said we deserved a trip out. She'd already seen the film last week with a friend.

'It's the cat's pyjamas. You'll both love it!' she gushed, as we went around the house closing the blackout curtains. Then to me, teasingly: 'Cheer up. It's going to be fun!'

People were always telling me I had a serious face, because I was dark and thoughtful-looking like my dad. What they really meant was I wasn't as pretty as Sukie, and I didn't mind because I was proud of my big sister, not jealous. She was just as marvellous on the inside – everyone seemed to think so.

What text type is it?

How do you know?

Highlight any words or phrase you are unsure of.

# READING ACTIVITY

Why did Olive say that she hated the Germans a little more? 1 mark

What type of question is it? (Retrieval, inference, word meaning, summary, prediction)

How would we answer it?

# READING ACTIVITY

Which is closest in meaning to relished? I mark

- a) hated
- b) enjoyed
- c) Interested in
- d) appreciated

What type of question is it? (Retrieval, inference, word meaning, summary, prediction)

How would we answer it?

# READING ACTIVITY

How would you describe Olive? 3 marks

What type of question is it? (Retrieval, inference, word meaning, summary, prediction)

How would we answer it?

THANKYOU FOR COMING!

