



October
2020

Reading in Year 6

How to support your child
at home.

This Workshop Aims to :

- Reiterate and emphasise the importance of reading
- Give you an overview of the expectations for reading in Year 6.
- Explain how we at Marsh Hill teach reading in Year 6.
- Provide you with ideas and strategies to encourage and support your child's reading.



"Today a reader, tomorrow a leader." - Margaret Fuller



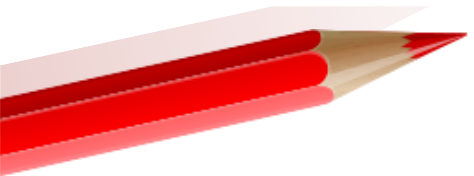
The Importance of Reading and Expectations by the End of Year 6



The Importance of Reading



We all know that reading is important to education and that it provides a gateway to success in all subjects. However research shows that **reading regularly** is essential to our wider lives, having a positive impact on our lives both academically and mentally.



"So it is with children who learn to read fluently and well: They begin to take flight into whole new worlds as effortlessly as young birds take to the sky." - William James

Children and young people who enjoy reading are five times more likely to read above the level expected for their age

Reduces the levels of stress and anxiety and
Therefore has a positive impact on mental health.

Those who read for pleasure have higher levels of self-esteem



Develops confidence and social skills.

Children and young people who read daily are four times more likely to read above the level expected for their age



The Impact of Reading

Reading for pleasure enhances empathy, understanding of the self, and the ability to understand one's own and others' identities.

Greater ability to cope with difficult situations. Reading provides a healthy escape.

Development of vocabulary and language.

Better career:
significantly more likely to be in a managerial or professional career.

Reading for pleasure was also associated with better sleeping patterns

Promotes happiness

The list of benefits is endless...

What the National Curriculum says...




- All pupils must be encouraged to **read widely** across fiction (stories), poetry and non-fiction to develop their knowledge of themselves and the world they live in
- Children need to establish an **appreciation and love of reading**.
- Reading **widely increases pupils' vocabulary** because they encounter words they would rarely hear or use in everyday speech.
- Attention should be paid to new vocabulary -both a word's meaning(s) and its correct pronunciation.
- Reading **feeds pupils' imagination** and opens up a treasure house of wonder and joy for curious young minds.
- Children must read **frequently**, outside of school as well as in school, for **pleasure and information**.
- It is essential that, by the end of their primary education, all pupils are able to **read fluently with confidence**, in any subject in their forthcoming secondary education.


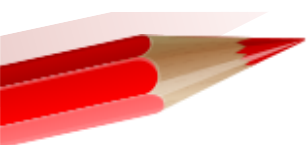
"Reading should not be presented to children as a chore or duty. It should be offered to them as a precious gift." - Kate DiCamillo

Year 6 Expectations in Reading



By the end of Year 6 children are expected to

- Children are expected to enter Year 6 as confident, accurate and fluent readers, reading most words effortlessly
 - to read 90 words in a minute.
 - Acquire new vocabulary, asking questions to develop their understanding further.
 - read frequently and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks for a range of purposes
 - read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.
 - making comparisons within a book and across books
 - learning a wider range of poetry by heart
 - draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - summarising the main ideas
 - discuss and evaluate how authors use language, considering the impact on the reader
 - identifying and discussing themes in and across a wide range of texts
 - explain and discuss their understanding of what they have read providing reasoned justifications for their views
- 



How do we as a school teach
reading to meet these
expectations and demonstrate
the importance of Reading?

How Reading is taught in School?



The KS2 curriculum has a greater emphasis upon reading comprehension (understanding) as it is expected that children are fluent at word decoding by the end of KS1 (Year 2). Though it is encouraged and expected that all children read regularly to develop pace, stamina and confidence both in and out of school across the curriculum.

We teach reading skills discreetly for 40 minutes each day through 'Close Reading' following a 5 day plan. These lessons allow the children to develop the skills outlined within the curriculum. We provide children with a new carefully selected text each week. Throughout the week the children will read, explore and unpick the text, developing their vocabulary.

Within the lesson the children are taught and given time to analyse the text deeply where they are encouraged to ask and answer questions about it demonstrating their understanding of it and its language structures.

"One of the greatest gifts adults can give—to their offspring and to their society—is to read to children." - Carl Sagan

Close Reading what is it?



Day 1 – Vocabulary focus- During this lesson the teacher will read the text for the first time to the children. After they will draw out any effective, unfamiliar vocabulary to explore-finding the definitions in dictionaries as well as reading around it to decipher its meaning.

Day 2 – Close Reading- During this session the children will be taught how to analyse the text, inferring meaning, identify what information it is giving us as well as given the opportunity to do this independently.

Day 3 – Background information – This lesson gives the children the opportunity to deepen and develop their knowledge of the themes, characters or settings in the text where they should ask questions.

Day 4 – Comprehension Lesson – Answer carefully scripted questions by the teacher which the children must Answer, Prove and Explain APE. (See next Slide)

Day 5- Test Style Questions – Often children get questions wrong not because they do not know the answer but because they have misunderstood or misread the question. This lesson allows the children practise 1 particular test style question each week based on the text they have been reading.

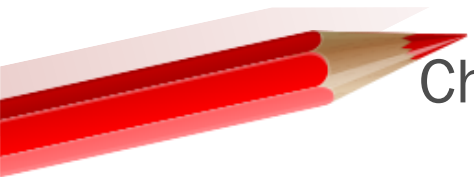
Other Ways we teach Reading



Class Teachers read to the class for a minimum of 15 minutes each day. The text is a high quality text that exposes the children to new vocabulary, themes and language structures.

Children regularly read through all subjects to gain knowledge and information about the subject.

Children have the opportunity to read silently throughout the day.



Children will have the opportunity to read aloud to an adult

Reading interventions are in place for those who need additional support which are tailored to the needs of the individual.

"To learn to read is to light a fire; every syllable that is spelled out is a spark." – Victor Hugo



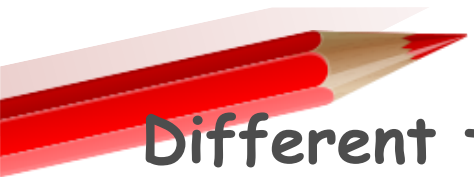
How can you support your
child's reading at home,
both for pleasure and
knowledge?

What to read?



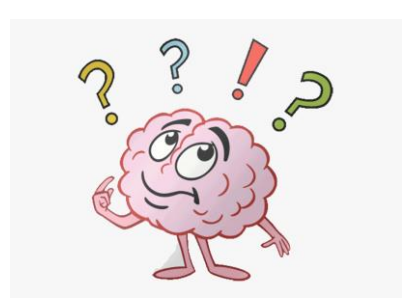
As you can see 'Reading Widely' is mentioned often in the curriculum. But what does it actually mean?

Children need to be exposed to a wide range of literature both read by them and to them by others in order to gain and understand new vocabulary and language structures needed for the end of Year 6.

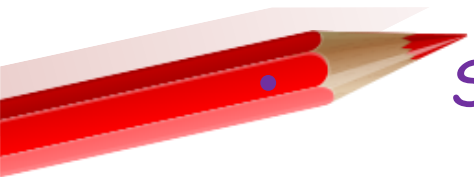


Different texts include: myths, legends and traditional stories, modern fiction, classic fiction, books from other cultures and traditions, poetry, play scripts, newspapers, non-fiction texts.

How can you support your child at home?



- Give your child access to plenty of texts on many different topics and by a wide range of authors who write in different styles, e.g. Roald Dahl, Michael Morpurgo to Anthony Horowitz, Shakespeare, John Keats.
- Join and regularly visit the local library there you will have access to a full range of literature for FREE!
- Speak with your child's teacher for reading recommendations.
- Find out your child's reading interests.



Developing and understanding Vocabulary



Discuss new vocabulary with your child and be prepared to clarify the meaning of a wider range of words, modelling them within sentences. **Don't be afraid to not know the meaning of a new word**, look it up together or ask your child's teacher - this will model to your child that learning is a life long skill, not weakness!

- Broaden the vocabulary you use when speaking to your child.
- Have a word wall - challenge your child or have competition of who can use new words.
- Ask your child questions about what they read.



A passage taken from a Year 6 text

Take From a Year 6 Text: The Mystery at Marston's Mill.

What words could
you draw out to
discuss the meaning
of?

Betsy donned her glasses and studied the newspaper clipping. Her face grew serious. "I'm afraid it means the poor girl was sent to Australia."

"That doesn't sound so bad" said Joe.

"In those days, it was" said Betsy. "The British had prison colonies out there. Conditions were harsh for convicts, both during the journey and when they arrived. She would have worked long hours in a climate she wasn't used to, far from her family and friends. A wave of sympathy came over Joe."

What phrases or
statements would need
extra emphasis?

What might they need
explaining to help them to
fully understand the text.

Helping your child to understand what they read



Draw on vocabulary

Take From a Year 6 Text: The Mystery at Marston's Mill.

Draw out points to explain, to read closely and think about. You could explain it or ask your child, or both!

What do you think it means? *Put on her glasses.*

Betsy *donned her glasses* and *studied* the newspaper clipping. *Her face grew serious.* "I'm afraid it means the *poor girl* was sent to Australia."

She was interested in what she was reading.

Something shocks her, unexpectedly finds something out.

He thought Australia was somewhere nice to go.

He felt sorry for the girl in the picture. He thought it was unfair.

How is the word poor used here? Does it mean she has very little money?

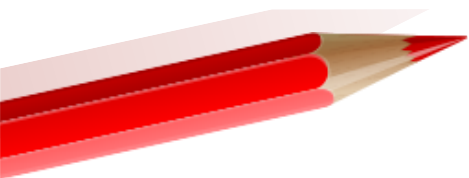
"*That doesn't sound so bad*" said Joe.

"In those days, it was" said Betsy. "The British had prison *colonies* out there. Conditions were harsh for convicts, both during the journey and when they arrived. She would have worked long hours in a *climate she wasn't used to*, far from her family and friends. *A wave of sympathy came over Joe.*"

What do you learn from this?

Who is the oldest, Joe or Betsy? How do you know?

What do you think it could mean? Read it in the sentence to help you.
Groups



Other ways to question your child about what they have read...

More from the same story- the characters are discussing time travelling

“Why not?” Maya shoved the loose board aside and peered into the building. Shafts of light streamed down through cracks in the window boards, **illuminating** a **desolate** world of dust, debris and huge black oily puddles.

“Whatever Gran says, the girl was probably guilty” said Joe.

“We’ll be wasting our time.”

“You don’t know that.” snapped Maya.

“It’ll be dangerous, “ insisted Joe.

“ You always say that,” she teased. She could tell his **resistance** was weakening.

Now we know the meaning of desolate, can you use it in another sentence?

Inside the building it is bright. True or False? Use evidence from the text to explain your answer.

Which character is the most adventurous? Joe or Maya? Prove and Explain your answer using the text.

If in doubt...

"Once you learn to read, you will be forever free." – Frederick Douglass

Read to them, read with them or let them read on their own.

A LITTLE reading every day (even just 10 minutes) is better than less frequent, longer reading. Kids who read for a few minutes daily improve more.

Reading widely is important, but reading anything counts.

LET your child choose their own reading — it is more likely they will enjoy it however encourage them to read out of their comfort zone.

TRY to integrate reading into everyday life, on the bus or in the car for example.

Look out for Reading Homework:

Reading books will be set for your child via Fiction express:

en.fictionexpress.com/login/

or Active learn: <https://www.activelearnprimary.co.uk/login?c=0>

Ask your child or their teacher for their login details.

Win! Win! Win!

£50 GIFT VOUCHER

Enjoy a family day out to the cinema with this £50 gift voucher. Use it to buy tickets for films and other event screenings, VIP upgrades, snacks and drinks in any Vue in the United Kingdom.

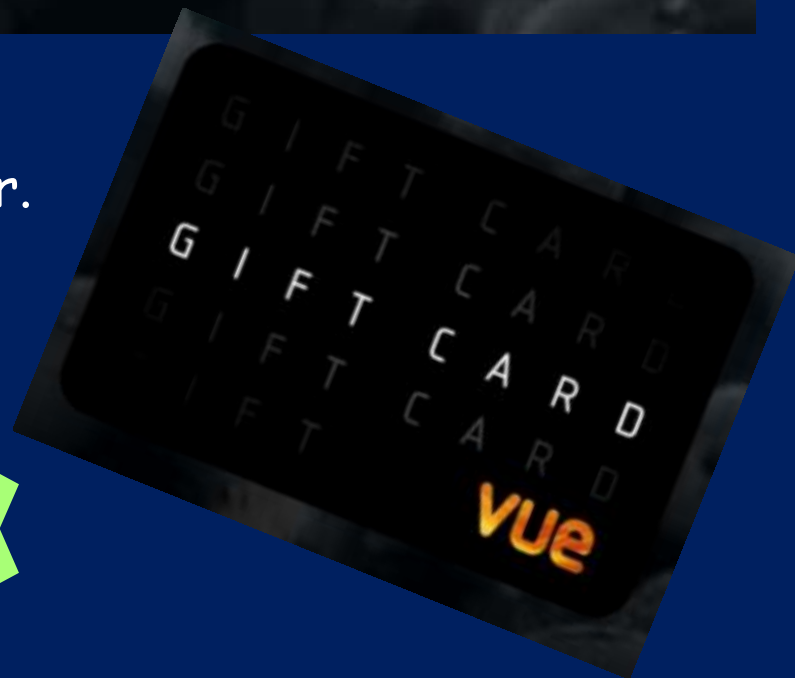
To win, just answer the question below and send the answer to your child's class teacher at:

6C@marshill.bham.sch.uk or

6KC@marshill.bham.sch.uk

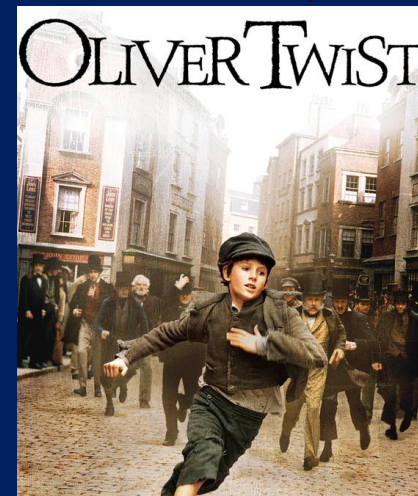
ALL those who correctly answer the question will be entered into the KS2 prize draw next term!

Price Draw:
Wednesday
11th
November



Question: Which famous author wrote this classic children's story?

was it: a) Roald Dahl
b) William Shakespeare
c) Charles Dickens





Thank you for your continued support and dedication to your child's education.

Especially now, during this difficult and uncertain time.
Together we will work together to get the best
outcomes for your child.

Please do not hesitate to ask us for any guidance or
help you may need when supporting your child's
reading.

