

Children will bring home their reading book every day along with a reading record book. We ask that you try to find 20 minutes a day to spend reading with your child and that you make a comment in their reading record book. Children need to start reading for sustained periods of time in order to prepare them for the end of year tests.

Expectations at Home and School

At school children will read their individual home/school book with a teacher or teaching assistant and will also take part in a Guided Reading session. It is important that your child also practises regularly at home.



What is Guided Reading?

Guided Reading is a 15 minute reading session where a small group of children share the same text with the teacher. The teacher models and teaches what strategies the children need in order to understand the text and asks questions about what the children are reading. The children then read through the text and discuss it with the support from the teacher and their peers.

What strategies should my child be using in Year 6?

- Select or retrieve information from texts and use quotations and references to the text in their answers.
- Deduce, infer and interpret information from texts.
- Identify and comment on the structure and organisation of texts.
- Explain and comment on the writer's use of language.
- Comment on the writers' viewpoints, and the overall effect of the text on the reader.

Reading at Home



A Guide for Parents with Children in Year 6

How does your child demonstrate understanding of a text?

Once children become more fluent readers it becomes increasingly important that they fully understand the content of what they are reading.

Literal questions are those where information is pulled directly from the text, such as, 'Who..?' 'What ..?' and 'When..?'

Inferential questions are the ones that children find hardest, such as 'Why do you think...?' In these types of questions, they have to give their own opinions by finding clues in the text. They also need to be able to refer to the text by finding quotes to back up their opinions.

"In the beginning, the world was asleep," said the Elder. "The world was emptiness, and silence and darkness. Nothing moved."

The Elder stood very still beside the flames of the fire. His body was decorated with white and ochre paint, shining in the red glow of the fire. He held his mulga-wood hunting spear firmly in his right hand.

Extract taken from 'Mani's walk-alone' by William Bedford

Here are some questions that require the children to use their literal and inferential skills.

Read this text. An example of a literal question would be:

- *Describe the Elder.*

The children would need to pick out all of the factual information, highlighted in red, to answer this question in enough detail.

An example of a inferential question would be:

- *How do you know that the Elder was an important person?*

The parts underlined give clues which will help children answer this

By the end of Year 6 children are expected to be able to:

- Use evidence from the text to give convincing answers to questions .

- Use note-taking effectively to summarise the main points of the text .

- Recognise the need for the author to use strong verbs and adjectives when presenting an argument.

- See how an author controls the pace of a story to manipulate suspense .

- See how the author's point of view is well controlled so that the reader sympathises with a particular character.

- Summarise the main positive and negative points from a story or information text.

- Recognise the way marketing people use exaggeration to sell their Products.