

Good questions:

Who was the character that...? Show me in the text where you found...?

What is happening at this point/in this part of the story?

Find one/two things that the main character did in this part of the story.

Why was...important in this story? Tell me about what sort of character/person... was from the things they did/said in the story.

What do you think...thoughts were at this point in the story/play? Use the text to help you think through your answer.

If you were going to interview one of the characters, which questions would you ask and why? How did one of the characters change their ideas/ attitudes during the story/play?

What was it that brought about this change? What do you think would have happened if...?

How has the author used words/phrases to make this character funny/sad/adventurous/clever/frightening/ excited/ disappointed, etc.? Which part of the story best describes the setting/ characters/action? Which words and /or phrases do this? Find some words or phrases that show us that this character is special/helpful/adventurous/ unsure/worried, etc.

How did the story make you feel? Why did it make you feel like this?

Why do you think the author chose this particular setting for this story? How has the author started this in an interesting way.

How does this make the reader want to read on?

Year 5/6 Reading information leaflet



The main focus of reading in Years 5 and 6 is to further develop the comprehension of what is read. Your child should be able to read fluently and expressively out loud by now. When asked to read in class your child should do so with confidence and be able to read showing a difference between narrative sections and characters. Also, when reading non-fiction your child should read this with intonation so it doesn't all sound the same.

The vast majority of reading will be silent and your child should be able to skim and scan the text they read at speed to find information.

In school we will show them a wide range of different genres to read and focus on the language and style the authors use. Your child should be able to identify the technique used by the writer and discuss it. Also, your child should be able to discuss the impact the author has by using key words or phrases. We want the children to develop as “reading detectives”—working out what the writer intends them to think about characters and events from what is inferred but not said openly! It is tricky!

How you can help:

Unless your child is not at this stage then you do not need to hear them read aloud regularly. But talking to them about the books they read is vital to check on their understanding (comprehension) and improve it. Share books together. At this age sometimes weaker readers can read the words fluently but do not understand what they are reading. It is important to make sure your child is reading for understanding. They need to discuss what they have read to improve their vocabulary and understanding—children who don't practise this do not continue to develop well as a reader.

Ask questions which encourage your child to give their own opinions for example, Do you agree with this/the author's opinion? How do you feel about this topic? Why? What do you think about/is your opinion of...? Can you prove your view with evidence from the text? What does the writer make you feel about Tim? How? What techniques does he use? (More examples on the back.)

Encourage your child to read a range of texts such as newspapers, comics, poetry, non-fiction, etc.

When your child reads to you or after they have read alone, check their understanding. Pick out key words from the text and ask what they mean—if your child cannot tell you write a list of 3/4 words and look them up together. Try to put the new word into a sentence.

Children with a large vocabulary bank of words read much better than others and also do better with writing as they have a wider range of language to select from. Your child's writing ability also depends on their reading so it is really important.

After half term there will be a reading section on our website with these ideas and more, such as recommended lists for each year group.

If you have any questions, ask your child's teacher for more advice.