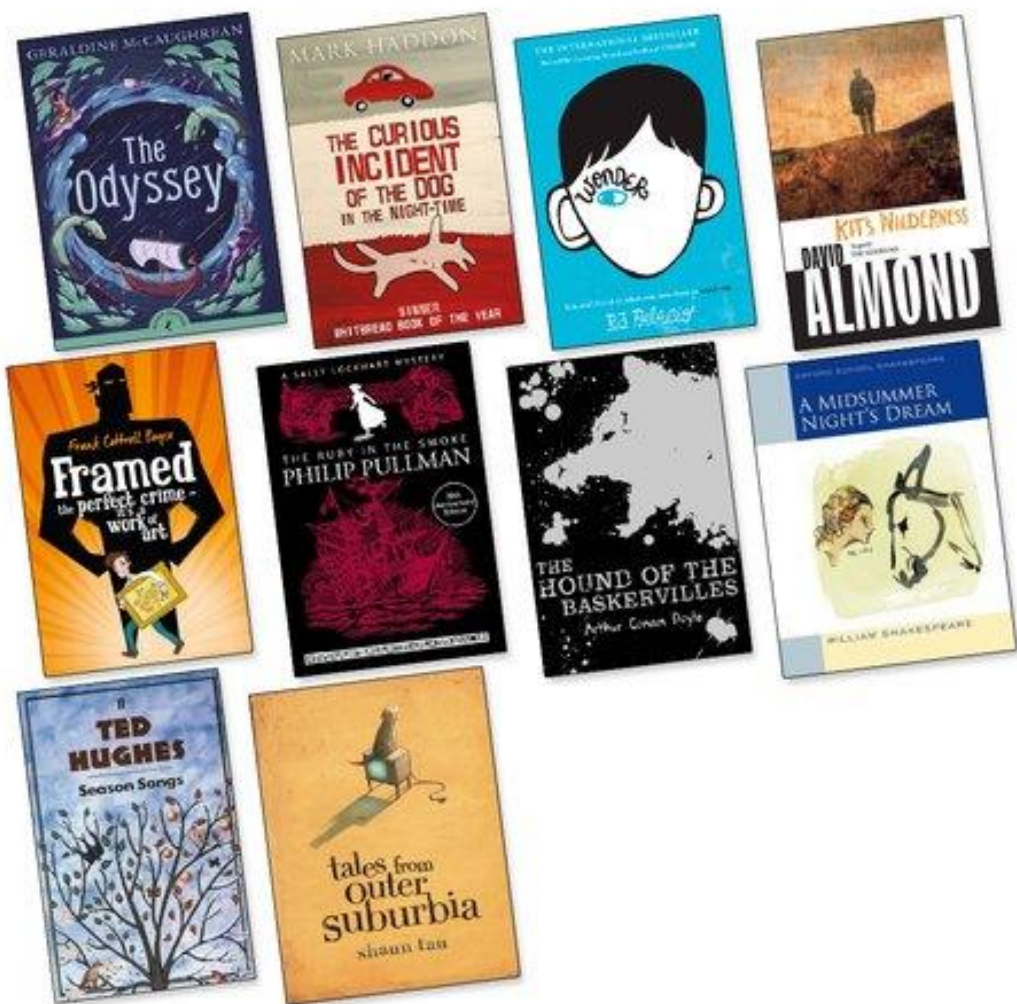


## Reading in Year 6 at Crockerne Primary School



### Supporting Your Child's Reading

Reading impacts hugely on children's writing ability and general learning. Encourage your child to read as much as possible at home. They should read for at least 30 minutes every day.

It is important your child reads a range of text types and genres. This includes reading the newspaper, magazines, poetry and a range of non-fiction texts. For a range of fiction genres at year six expected standard, see the attached reading list.

Although year six children are expected to read independently, show an interest in what your child is reading by prompting discussions about what are reading. However, when possible read to and with your child. To support your child's comprehension and to prompt discussion about what they are reading, we have included a range of question prompts below:

- What happened? When did it happen? Who did it happen to? Where is the story set?
- Can you find any powerful verbs? Adverbs? Adjectives? Similes? Etc.
- What do you think is going to happen next?
- What might this character have been thinking?
- Choose a word to describe this character and explain why you chose it.
- When do you think this story is set? What makes you think that?
- What is the turning point in the story?
- What questions would you ask your favourite character?
- Can you think of another story with a similar theme?
- Would you recommend this book and why?
- Was there any part of the story you didn't like and why?
- Have you read any other stories by this author? Would you like to read any others?
- Why has the author chosen to use specific vocabulary (select examples from the text)? What is the effect of this on the reader?
- Why do you think the author chose this setting? What is the effect on the reader?

## Year Six Expected Standards

- Use knowledge of root words, prefixes and suffixes and the context to understand the meaning of new words
- Read and discuss a range of texts including fiction (myths and legends, traditional stories and stories from other cultures etc.), non-fiction, poetry, plays, newspapers etc.
- Recommend books to others, giving reasons for my choices
- Identify themes in and across writing
- Make comparisons within and across texts
- Read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- Understand what is read by checking it makes sense, discussing my understanding and exploring the meaning of words in context
- Ask questions to improve understanding
- Draw inferences such as characters' feelings, thoughts and motives from their actions and justifying with evidence from the text
- Predict what might happen from details stated and implied in the text
- Summarise the main ideas from a paragraph, identifying key details that support the main ideas
- Identify how language, structure and presentation contribute to meaning
- Evaluate how authors use language, considering the impact on the reader
- Distinguish between fact and opinion
- Retrieve, record and present information from non-fiction
- Discuss books, building on own ideas and challenging views courteously
- Provide reasons to justify views

## Reading SAT

- First SATs paper of SATs week
- 1 hour
- Tests comprehension
- Three unseen, un-themed texts which could include fiction, non-fiction and poetry
- Approximately 40 questions testing a range of skills
- Children will be given an opportunity in class beforehand to complete practice papers (previous SATs tests are used, so please do not use these at home.)
- Practice papers are available from a variety of publishers e.g. C.G.P., Letts etc.
- Skills tested include: retrieval, inference and deduction, relating to their own personal experiences, empathising, prediction, summarising, looking at how and why the author has structured a text and the language they have used
- Examples of the four main question types:

**Literal**– answers can be found in the text e.g. what is Little Red Riding Hood wearing?

**Inference and deduction**– the answer cannot directly be found in the text but clues are given to deduce the answer and the children may be required to draw on their own personal experiences e.g. How is the grandma feeling? How would you feel if you were grandma?

**Authorial**– these questions are based on how the author has structured the text and what language they have used e.g. What technique has the author used to describe the woods? What impact does this have on the reader?

## Recommended Reading Books for Year Six

Alan Ahlberg—The Boyhood of Burglar Bill.

Joan Aiken—The Wolves of Willoughby Chase and Black Hearts in Battersea.

David Almond—Skellig, My Name is Mina, The Fire Eaters and Heaven Eyes.

Phillip Ardagh—The Eddie Dickens Trilogy (Awful End, Dreadful Acts and Terrible Times).

Malorie Blackman—Tell Me No Lies, Pig Heart Boy, Noble Conflict and Hacker.

Lucy Boston—Children of Green Knowe.

Betsy Byars—The Midnight Fox.

Lewis Carroll—Alice’s Adventures in Wonderland.

Frank Cottrell Boyce—Millions.

Helen Cresswell—Moondial

Kevin Crossley Holland—Arthur-The Seeing Stone, Beowulf, Short, Storm and The Riddlemaster.

Roald Dahl—Boy, Going Solo and Danny, Champion of the World.

Helen Dunmore—Ingo

Anne Fine—The Tulip Touch, Madame Doubtfire, Up on Cloud Nine, Bill’s New Dress and Flour Babies.

Leon Garfield—Smith, Black Jack and The December Rose.

Maurice Gleitzman—Once.

Anne Holm—I am David

Anthony Horowitz—The Diamond Brothers (series), Alex Ryder (series) and Granny.

Eva Ibbotson—Journey to the River Sea

Pete Johnson—My Friend’s a Werewolf.

Judith Kerr— When Hitler Stole Pink Rabbit

C. Kingsley—The Water Babies.

Elizabeth Laird—Secret Friends, Kiss the Dust and Oranges in No Mans Land.

C.S. Lewis - The Chronicles of Narnia (series)

Michelle Magorian—Back Home

Michael Morpurgo—Private Peaceful, Warhorse, Mr Nobody’s Eyes, Running Wild, There’s An Elephant in the Garden, Friend or Foe, Kensuke’s Kingdom, Listen to the Moon and King of the Cloud Forests.

E. Nesbitt—Five Children and It.

Gary Paulsen—Hatchet.

Michelle Paver—Wolf Brother, Spirit Walker, Gods and Warriors, Ghost Hunter, Outcast and Soul Eater.

Philippa Pearce—Tom’s Midnight Garden.

Phillip Pullman—Clockwork, The Golden Compass, The Subtle Knife and The Amber Spyglass.

Phillip Reeve—Mortal Engine, Larklight and Fever Crumb.

Lynne Reid Banks—The Indian in the Cupboard

Philip Ridley—Scribbleboy and Zanderzunder

Louis Sachar—Dog’s Don’t Tell Jokes, The Cardturner, Small Steps, Fuzzy Mud and Holes.

Ian Serrallier—The Silver Sword.

Rosemary Sutcliffe— Sword Song, The Mark of the Horse Lord, Beowulf: Dragon Slayer, The Eagle of the Ninth, The Silver Branch and The Witch’s Brat

R.L. Stevenson— Treasure Island

Jacqueline Wilson—Jacky Daydreams, The Suitcase Kid and Clover Moon.

