Year 5&6 Reading Overview

What do we want children to be able to do by the end of Upper Key Stage 2

* Enjoy reading for pleasure and listening to books being read to them
* Fluently and effortlessly read the full range of age-appropriate, black level texts: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.
* Check that text makes sense to them and correct inaccurate reading
* Read aloud using awareness of punctuation, appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.
* Ask and answer questions about what has been read as well as making sensible predictions about what might happen and being able to summarise the main ideas drawn from more than one paragraph
* Drawing inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text
* Identify the effect of language, including figurative; explain and evaluate its effect e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; personification
* Identify and explain the meaning of vocabulary, structural and presentational features in texts (e.g. columns, bullet points, tables) and explain how they contribute to meaning
* Participate in discussions about books, sharing and challenging opinions courteously and be able to make comparisons between two pieces of text and back up their findings with an opinion.
* Recommend books to others, giving reasons for their choices; state preferences.
* Retrieve and record and present information from non fiction. Be able to use the structural features of a book to find key information effectively as well as scanning through a text to find the necessary information quickly

How do we help children to achieve this?

Within Upper Key Stage two we assess the children termly, using the SAT reading papers to ensure that they are reading the correct level of text for their decoding and comprehension abilities

All children have individual reading books at the correct level for their reading ability that they take home to share with others at home and that they share with adults in school. Every child has a reading diary, which we would like the children to record newly found words/ unfamiliar words and their meaning. These reading diaries are checked once a week to ensure that the children are reading to an adult at home.

Children take part in 2/3 Guided Reading/Reciprocal lessons a week where they are in groups of approx. 6 with other children who have a similar reading ability to them. In these sessions, they follow a teaching and learning cycle as follows:

1. They read and discuss a text with an adult, talking about what they have read and also identifying new vocabulary. The children work on their synopsis and prediction skills and try to infer and deduce what they think will happen next in the text.
2. They write any new and unfamiliar words in their glossary books as this will help them when they are writing independently, to embed higher level vocabulary.

We have a weekly comprehension lesson where the children learn both verbal and written comprehension skills.

Within Upper Key Stage two, we have linked high quality novels to our topics so that two sessions a week, the children have a class read where they listen; read to each other and where staff can model reading. We use these as a stimulus for our writing and to develop our understanding and skills across the curriculum. We have found that using a linked topic novel allows our children to magpie ideas and also allows them an opportunity to acquire key and higher-order subject specific vocabulary which encourages them to develop flare in their writing.

Whenever the children encounter an unfamiliar word we discuss its meaning, give examples of where it may be used and these words then go on our literacy work wall to be embedded in independent writing.

How can you help your child to read at home?

Encourage your child to complete 3 independent reading session on Reading Plus during the week. Progress can be tracked at school.

Listen to your child’s individual reading and record their progress in their individual reading record book – please ensure that you ask your child to sum up in their own words about what they have read. They will be able to decode the words (make them sound right) but they may not understand everything that they have read.

Encourage your child to read for pleasure, the books that we send home are high quality texts, which will stretch your child’s reading ability. It is important that a child can read purely for pleasure, this may be a magazine or comic, the sports section of the paper or a favourite author.

Please ask school for individual help and advice to support your child’s reading at home when needed. We can offer one to one reading sessions with your child, using their individual reading book with a member of the Upper key Stage two team. You can observe this session and use it to gain knowledge about reading strategies that we use which you can then repeat at home.