

Reading Workshop for Parents and Carers



National Curriculum Expectations

By the time children reach year 5, they should already be familiar with a wide range of text types, including fiction, non-fiction, plays, poetry and reference books.



Throughout year 5 and year 6, children will continue to develop comprehension skills which will ensure that they fully understand the text they're reading.

It is important to remember that not all children learn at the same speed. Some children may find certain areas of comprehension trickier than others.

The most important aspect to develop is an enjoyment of reading.

National Curriculum Expectations

By the time they leave year 6, children are expected to:



increase their familiarity with a wide range of books, including myths, legends and fiction from our literary heritage;



recommend books to their peers;



identify themes across a wide range of texts;



make comparisons within and across books;



understand and explain the meaning of words in context;



draw inferences from a text and justify these with evidence;



summarise the main ideas from more than one paragraph;

National Curriculum Expectations

By the time they leave year 6, children are expected to:



use stated or implied details to make predictions about what may happen next;



retrieve, record and present information from a non-fiction text;



distinguish between statements of fact and opinion;



discuss and evaluate the author's choice of language;



provide reasoned justifications for their views.



What Can You Do to Help?

As a parent or carer, there are many things that you can do to support your child with understanding what they are reading.

Provide a Choice of Reading Materials

Why not visit the library together or have a look at interesting articles online? Having something that children really want to read can make a huge difference to their motivation.

Show That You Read Too

The next time you discover something interesting while reading, share it with your child. It doesn't have to be from a book; just showing that you find reading interesting can provide a real boost for reluctant readers.

Make Reading Fun

Reading should never seem like a punishment or a chore. Try playing games related to the book or try reading something that you both enjoy. Remember, you do not just have to read 'books': you could enjoy a newspaper, a reference book or even a comic together.

Ask Lots of Questions

Even if you're not reading together, make sure that you still ask questions about what your child is reading and their opinion on it.



KS2 Reading Content Domains

Each question in the KS2 SATs relates to one of the eight content domains shown below. Twinkl's Totally Pawsome Reading Gang directly relate to these domains.



2a: Give/explain the meaning of words in context.



2b: Retrieve and record information/identify key details from fiction and non-fiction



2c: Summarise main ideas from more than one paragraph.



2d: make inferences from the text/explain and justify inferences with evidence from the text.



2e: Predict what might happen from details stated and implied.

2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.



2h: Make comparisons within the text.



2g: Identify/explain how meaning is enhanced through choice of words and phrases.

KS2 Reading Content Domains

Each question in the KS2 SATs relates to one of the eight content domains shown below. Twinkl's Totally Pawsome Reading Gang directly relate to these domains.

Vocabulary Questions

2a: Give/explain the meaning of words in context.



Vocabulary Victor is work out the meaning and phrases using



Retrieval Questions

2b: Retrieve and record information/identify key details from fiction and non-fiction.



retrieval
similarity



Summary Questions

2c: Summarise main ideas from more than one paragraph.



summary
main paragraph



Inference Questions

2d: Make inferences from the text/explain and justify inferences with evidence from the text.



you hunt for clues
someone might be
happening.



Prediction Questions

2e: Predict what might happen from details stated and implied.



Predicting Pip tries to see the future and she will help you to work out what might happen next from clues in the text.



Compare, Contrast & Comment Questions

2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.

2h: Make comparisons within the text.



Cassie the Commentator discusses the content of a paragraph/text and compares events and characters. Can you do the same?



Author Choice Questions

2g: Identify/explain how meaning is enhanced through choice of words and phrases.



Arlo the Author likes to help you to spot examples of ambitious vocabulary and figurative language, and explain how the words/phrases that have been used add to the meaning of the text.



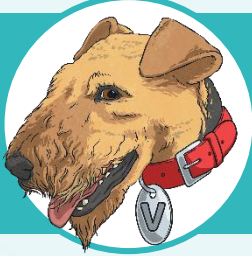
Vocabulary Victor

2a: Give/explain the meaning of words in context.

Vocabulary Victor is there to help you work out the meaning of unknown words and phrases using context clues.



What Types of Questions Could You Ask?



Content domain 2a is all about understanding the meaning of words in context. To help your child practise this content domain, try asking these questions when they're next reading.

What does this word tell us about the character/setting/atmosphere?

What does that imply/suggest/indicate about...?

What does this word/phrase mean?

The author has used the word _____ to describe the main character. Can you think of a different word?

Can you find a word in this paragraph which means the same as _____?

Rex Retriever

2b: Retrieve and record information/identify key details from fiction and non-fiction

Rex Retriever is there to help you to go into a text and just simply retrieve the facts and key details.



What Types of Questions Could You Ask?



Content domain 2b is all about retrieving key details from a text. To help your child practise this content domain, try asking these questions when they're next reading.

Where is the story set?

Where did _____ go?

What did _____ do when _____?

Which paragraph tells you _____?

Who are the key characters in the book?

Summarising Sheba

2c: Summarise main ideas from more than one paragraph.

Summarising Sheba is there to remind you to summarise the main point(s) or main event(s) of a paragraph or text.



What Types of Questions Could You Ask?



Content domain 2c is all about summarising the main ideas or events in a text. To help your child practise this content domain, try asking these questions when they're next reading.

What is the main theme/argument in this paragraph?

Can you describe what happened in this paragraph/chapter?

Using less than 20 words, can you write a new blurb for this book?

Can you remind me about _____?

What moment do you remember most from _____?

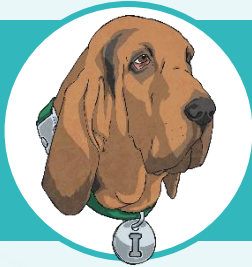
Inference Iggy

2d: make inferences from the text/explain and justify inferences with evidence from the text.

Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening.



What Types of Questions Could You Ask?



Content domain 2d is all about making inferences and justifying them using evidence from the text. To help your child practise this content domain, try asking these questions when they're next reading.

Why did the character behave like that?

What do they seem to think about each other?

What does _____ think? How do you know?

What makes you think _____? Can you find evidence to support that?

What do you think will happen to the main character now?
Can you give a reason for your answer?

Predicting Pip

2e: Predict what might happen from details stated and implied.

Predicting Pip tries to see the future and she will help you to work out what might happen next from clues in the text.



What Types of Questions Could You Ask?



Content domain 2e is all about making predictions. To help your child practise this content domain, try asking these questions when they're next reading.

What do you think is going to happen next?

What do you think is likely to happen when _____?

Do you think the author has another plan for _____?

Based on what you know about the character/event, how do you think the story will develop next?

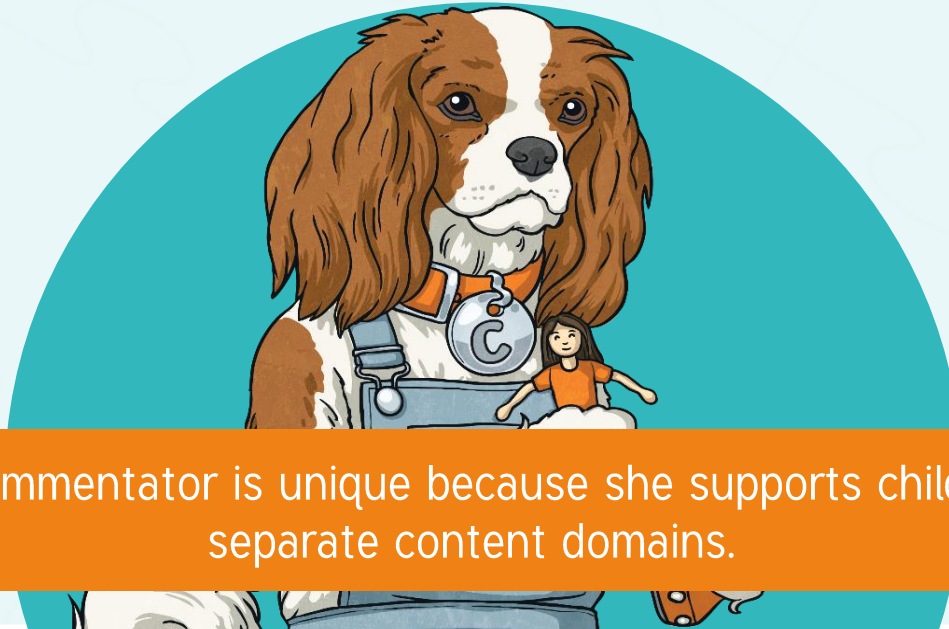
Do you think the character will change their behaviour in the future?
What evidence can you find to support your answer?

Cassie the Commentator

2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.

2h: Make comparisons within the text.

Cassie the Commentator discusses the content of a paragraph/text and compares events and characters.
Can you do the same?



Cassie the Commentator is unique because she supports children with two separate content domains.

What Types of Questions Could You Ask?



Content domains 2f and 2h are all about making comparisons within the text and commenting on how the content of a text contributes to the meaning. To help your child practise this content domain, try asking these questions when they're next reading.

How does the layout help you to understand the text?

Compare one character to another. How are they different or similar?

How has the character changed during the text?

What was the most effective/thought-provoking moment of the story?

Look at the section titled _____. Why has this been included in this text?

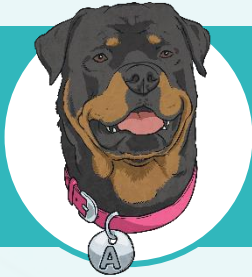
Arlo the Author

2g: Identify/explain how meaning is enhanced through choice of words and phrases.

Arlo the Author likes to help you to spot examples of ambitious vocabulary and figurative language, and explain how the words/phrases that have been used add to the meaning of the text.



What Types of Questions Could You Ask?



Content domain 2g is all about recognising why certain words or phrases have been used. To help your child practise this content domain, try asking these questions when they're next reading.

How has the choice of words created a feeling of _____?

Look for an example of a simile in the text. How does this add meaning?

Look for an example of a metaphor in the text. How does this add meaning?

Look for an example of personification in the text. How does this add meaning?

How does the author show that the character/setting/atmosphere is _____?

Suggested Reads

There are a multitude of fantastic books for year 5 and year 6 readers which suit a huge variety of tastes. It's important to give your child the opportunity to read a range of texts from different authors with different styles of writing.

Below are a few suggestions of appropriate books.

This is not a definitive list and there are many other excellent reads available.

Thick Skin Wonderland

by David Walliams

Rugby for Ail and Other Animals

by David Walliams

Where the Forest Begins

by Michael McGonigo

Henry and the Pink Rabbit

by David Walliams

Dark Fables: A Series of Superheroes

by Rick Bragg

Wolf and the White Escape

by Michael McGonigo

Chasing the Fox and the Lamb

by David Walliams

Flame and the Fire of the Ashfield

by Michael McGonigo

Three's of a Kind: The Girl's Bathroom

by Rick Bragg

Little Wren's Void

by Iain Simpson

Show more

Reading Every Day

Children should be given the opportunity to read every day. This can either be by themselves or with another person.

It's important to remember that you can still ask questions afterwards even if your child prefers to read on their own. Try asking them to summarise what they've just read or ask them if they've discovered any new words. You can always look up their meaning in a dictionary together.



Why not set up a special reading area in your house? Try to make somewhere quiet and comfortable where reading is fun.



Recap

To support your child to achieve their reading potential, have a go at the following:



read with them or let them read independently every day;



ask a variety of questions about what they have read, even if they're reading to themselves;



set up a special place dedicated to reading;



make sure that you have a variety of reading materials available, such as newspapers, fiction texts, non-fiction texts, online articles or reference books;



show that you enjoy reading too by sharing things you've discovered;



make sure that reading is seen as a fun and enjoyable activity rather than a punishment or a chore.

