



Reading Skills: Year 5-6

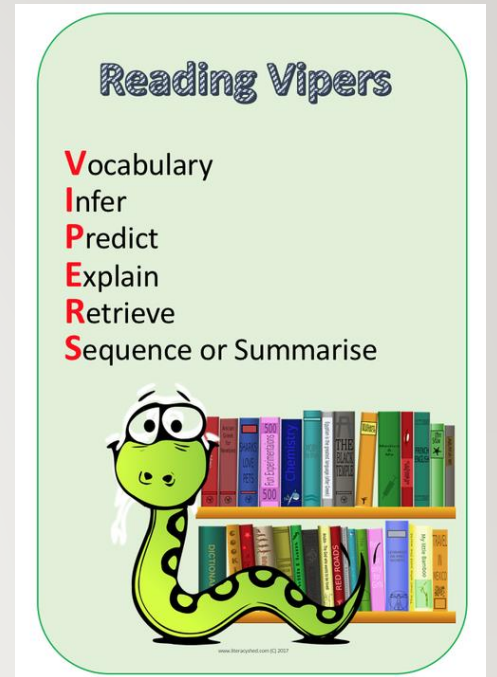
11/10/22

So why is reading so important?

- It helps children learn about the world in which they live
- Good writing starts with good reading
- It is a key skill needed to progress in all other subjects
- Children learn how language works
- Children develop a love of reading

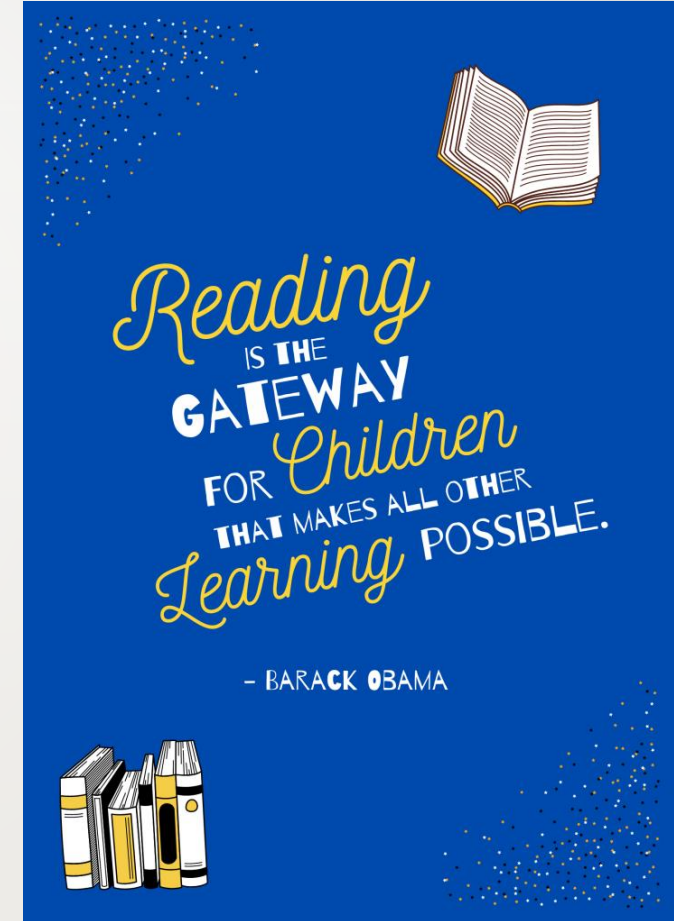
How do we teach reading in our school?

- Phonics scheme (Success for All Phonics)
- Whole class reading approach
- 1:1 reading
- Fluency intervention
- Tutoring with the Lightening Squad



What reading skills do children need to learn to be successful readers?

- Decoding
- Fluency
- Vocabulary
- Comprehension



Reading Skills – Fluency

“Everything she reads sounds exactly the same.”

“I always lose my place when I’m reading aloud.”



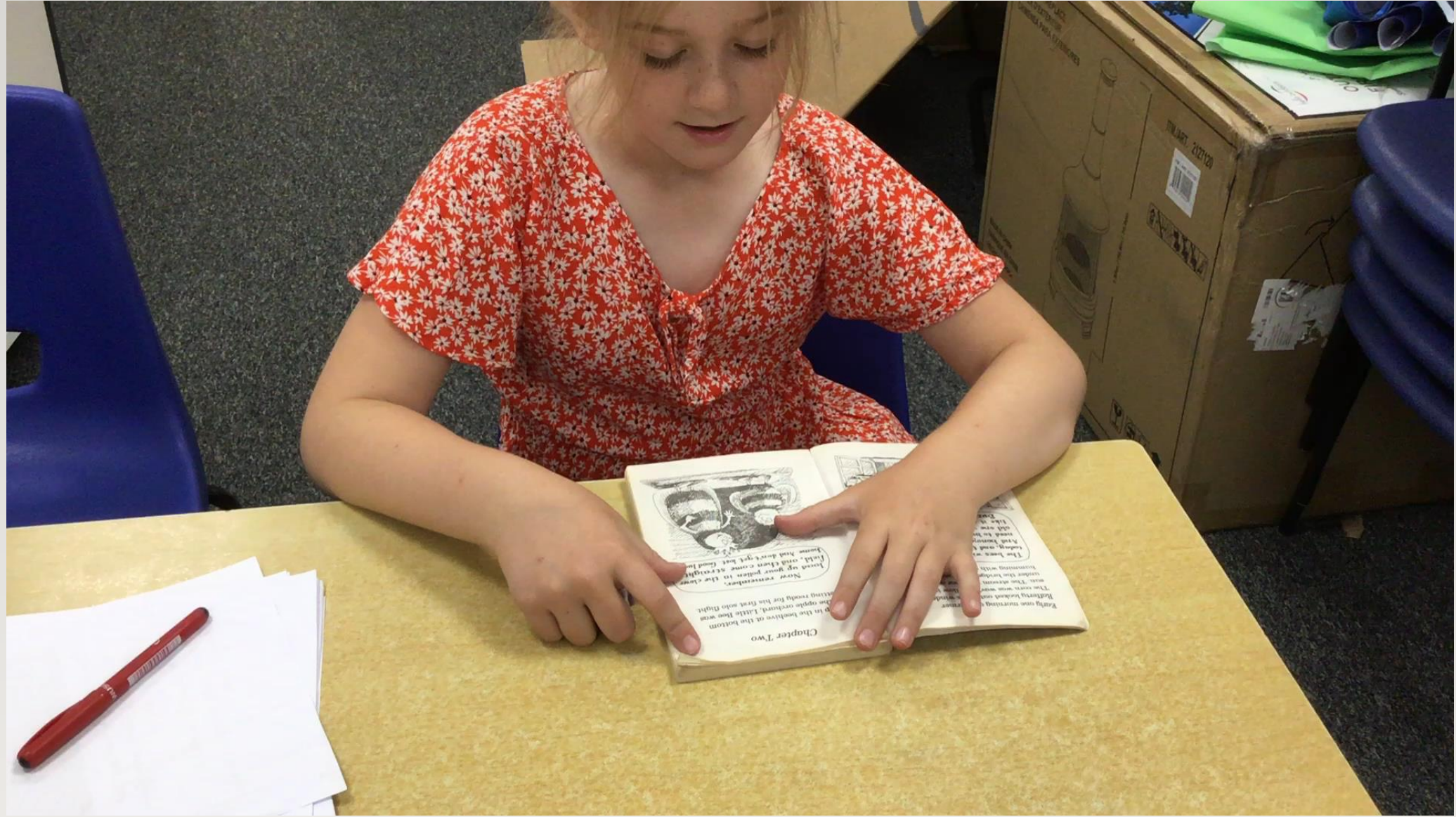
What can you do to help improve your child's fluency?

- Vary the way the reading is done: "read to themselves, read to someone, and listen to reading."
- Choose a page of their reading book and ask your child to read it aloud several times. Each time they read it they will become a little more confident and will read it better. You might choose to ask them to practise reading the same passage on two or three occasions. If you do this each week, your child will gradually start to become more fluent.
- You might also like to show your child how you would read a passage, using punctuation to show where to stop and take a breath. Once they can read quite smoothly you could introduce some expression, reading more loudly or softly for example, if that fits the text.
- Choose "just right" books. If your child is reading with you, choose books that are lively and engaging.
- Set reasonable goals - consider starting with 10-15 minutes of reading time, and work up from there.
- Celebrate progress - share your favourite parts of books read, plan the next visit to the library, and share progress with other family members.

Fluency 1:1 reading – How can we use these techniques to help individual children?







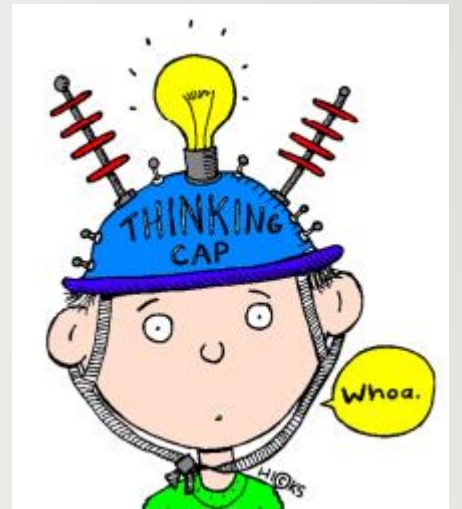
Reading Skills – Vocabulary



- The key to a wide vocabulary is a love of reading. It's important to make reading a routine, with a regular slot everyday.
- Don't just read school books: recognise your child's interests and find books that relate to them, as this will encourage them to read purely for enjoyment.
- **Keep reading aloud to your child, even once they're able to read independently:** kids love to hear stories, and you can build their vocabulary by choosing books that would be too difficult for them to read themselves.

Reading Skills - Comprehension

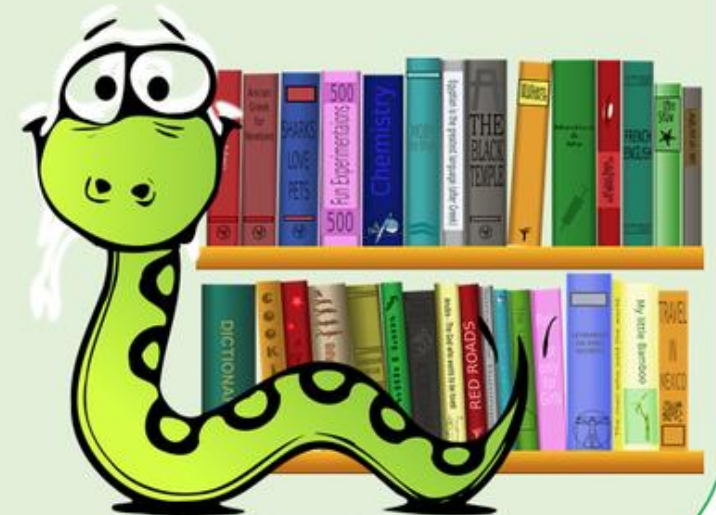
I may have been able to confidently read (decode) the previous slide but I didn't really understand it!



Reading VIPERS is our way of supporting children with their reading comprehension skills. VIPERS can be used on any text that a child is reading, as well as on pictures, picture books and films! All children will be working on VIPERS during class reading, whether it is reading as a class, in a small group, or one-to-one with an adult. It would be fantastic if parents could also be referring to VIPERS when they listen to their child read at home.

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



KS2 Reading Vipers

Vocabulary

Find and explain the meaning of words in context

Example questions

- What do the words and suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....



KS2 Reading Vipers

Infer

Make and justify inferences using evidence from the text.

Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of show that they are
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....
- Who is telling the story?

Reluctant Readers

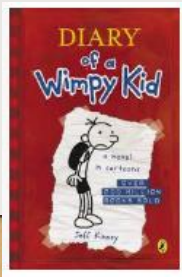


- Reading for pleasure

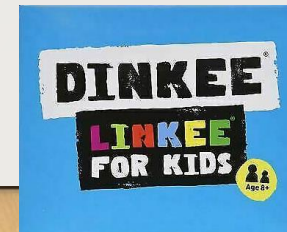
- “Make it funny”

- Think outside the bookbag

- Read for a purpose



- Collect and share



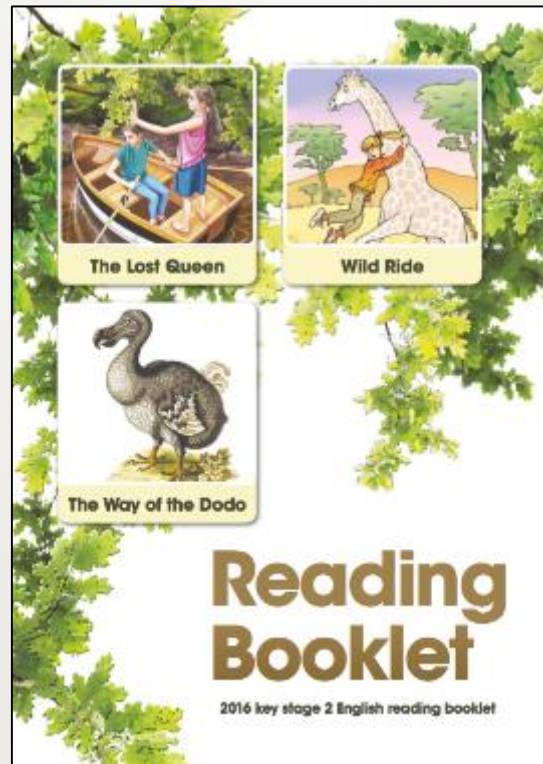
What If my child doesn't want to read at home?

- Find the best time of day that works for you (before bed is not always the best time)
- Make it fun and a time to bond and connect
- If it becomes a chore – stop!
- Read for success – practise the same page each day so they feel the success
- Model reading to them. Model sounding out and blending the words.
- Take the pressure off but build a routine
- Talk to your child's teacher to let them know



Year 6 SATs Reading paper

Top tips and techniques



Think as you read

Think about...

- Circle or mark key information as you go. This will help you locate information quickly when answering questions e.g. places and characters' names.
- Highlight tricky words, interesting words and any similes you notice as you read.

We had a dreary morning's work before us, for there was no sign of any wind, and the boats had to be got out and manned, and the ship warped three or four miles round the corner of the island and up the narrow passage to the haven behind Skeleton Island. I volunteered for one of the boats, where I had, of course, no business. The heat was sweltering, and the men grumbled fiercely over their work. Anderson was in command of my boat, and instead of keeping the crew in order, he grumbled as loud as the worst.

"Well," he said with an oath, "it's not forever."

I thought this was a very bad sign, for up to that day the men had gone briskly and willingly about their business; but the very sight of the island had relaxed the cords of discipline.

All the way in, Long John stood by the steersman and conned the ship. He knew the passage like the palm of his hand, and though the man in the chains got everywhere more water than was down in the chart, John never hesitated once.

"There's a strong scour with the ebb," he said, "and this here passage has been dug out, in a manner of speaking with a spade."

We brought up just where the anchor was in the chart, about a third of a mile from each shore, the mainland on one side and Skeleton Island on the other. The bottom was clean sand.

Timing

One at a Time: Read one text fully first, then answer the questions relating to that text while it is still fresh in your mind. Then move to the second text and do the same. Then the third.

Text Marking: Don't spend ages text marking – highlight as you go. Stick to one pen and only do this if it helps YOU to understand more fully.

Clock: Make sure you keep your eyes on the clock. If you struggle to tell the time, your teacher might help by marking the clock in 20 minute sections or using a countdown.

Timing: You have one hour and three sections so do not spend more than 20 minutes per section (text and questions).

EASY - Hard: Also remember that the sections get harder so try and spend less time on the first two to leave enough time for the last text which will be more difficult.

Poems: They may have fewer words to read but **don't skip through** – you need to read and think carefully.

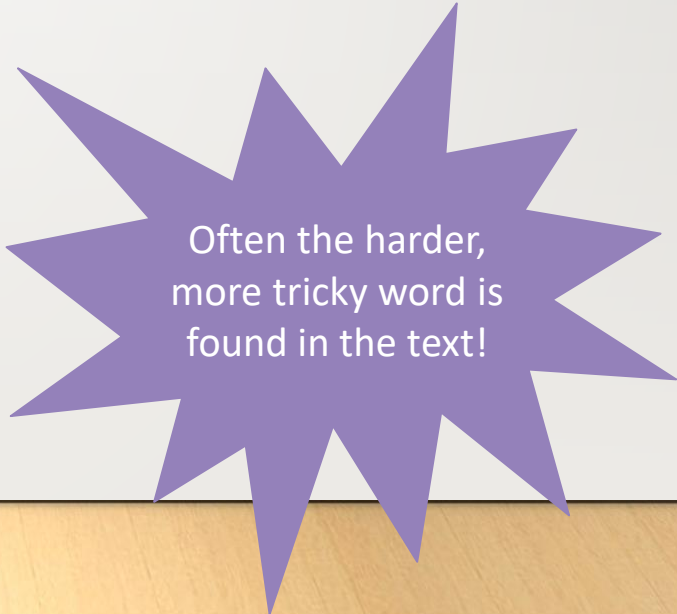
Types of Questions:

Word questions

- 1** Look at the paragraph beginning: *Glancing nervously...*
Find and **copy one** word meaning relatives from long ago.

- 4** Look at the paragraph beginning: *Oliver rowed...*
Find and **copy one** word that suggests that the summer afternoon was quiet.

- 2** The struggle had been between two **rival** families...
Which word most closely matches the meaning of the word **rival**?
- Tick **one**.
- | | |
|--------------|--------------------------|
| equal | <input type="checkbox"/> |
| neighbouring | <input type="checkbox"/> |
| important | <input type="checkbox"/> |
| competing | <input type="checkbox"/> |



Often the harder,
more tricky word is
found in the text!

Top tips for word questions

If you have text marked, you may have highlighted the word you are being asked about!

Look at the beginning of the paragraph... Find it and then skim and scan for the word/phrase.

Remember, re-read the sentence and the surrounding text to try to work out the meaning.

Not sure? Try replacing it with a possible synonym to see if it fits and makes sense.

Retrieval questions



7

Write down **three** things that you are told about the oak tree on the island.

1. _____
2. _____
3. _____

18

What helped Martine to get safely on Jemmy's back after the warthog's attack?

(d) At the end of the text, Martine...

went back home
unharmmed.

carried on riding for
hours.

ran home to
get help.

cried all the
way home.

Top tips for retrieval questions

Don't guess! Even if you think you remember the answer from your reading, **ALWAYS** find it in the text and check.

In non-fiction particularly, you probably will have text marked dates, times and numbers, etc. So look for these when answering.

If the question asked for *who*, remember it is asking for a person
e.g. who = a person
where = a place
how long = a time/distance

Only a few retrieval questions are literal, where the answer is right there. You usually have to think carefully to find and search for the right piece of information!

Inference questions

3

Look at page 4.

How can you tell that Maria was very keen to get to the island?

1 mark

Look at the first paragraph, beginning: *Dawn was casting...*

How do you know that Martine wanted to keep this ride a secret?

1 mark

Top tips for inference questions

Always ask yourself
how do I know that? –
and **find those clues**
to prove it!

Always take your
evidence from the text
and use it in your
answers.

Make sure you put
enough **detail** in
your answer to
explain your ideas
using the clues you
have selected.

Watch out for the
number of marks in the
question
e.g. 2 marks = two bits of
evidence
3 marks = three bits of
evidence

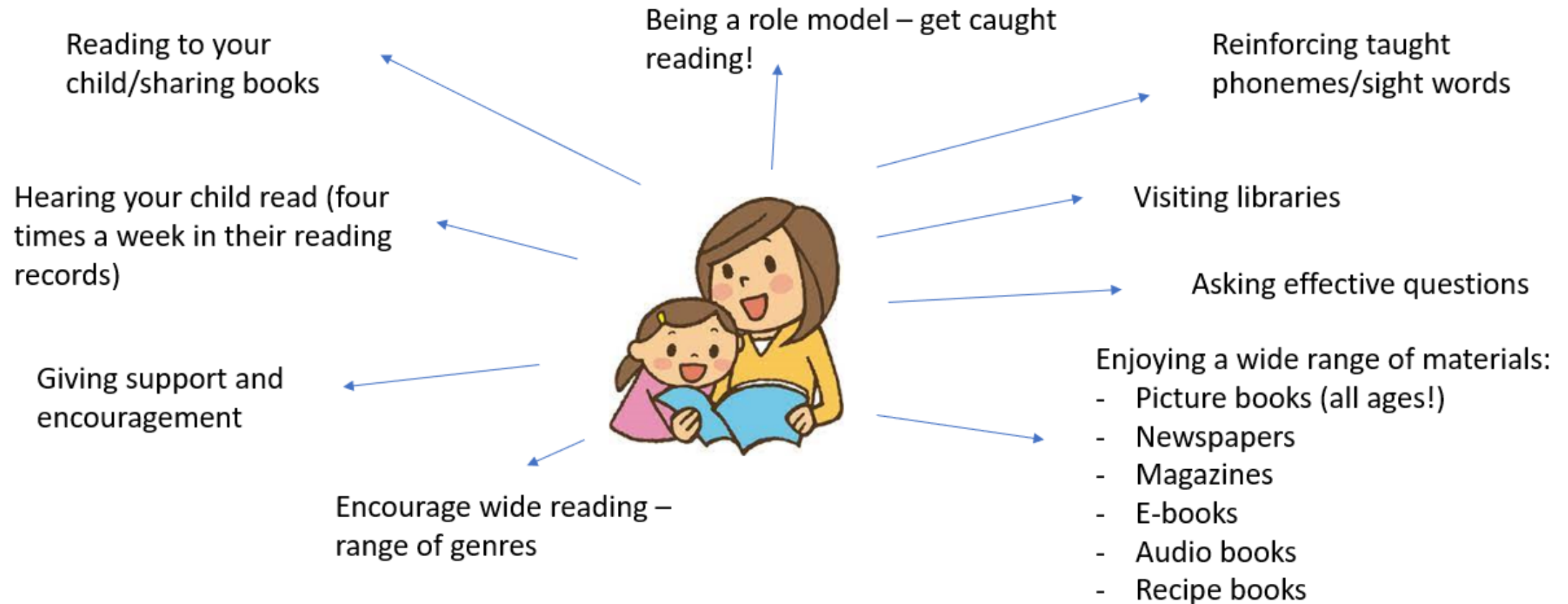
Proof is in the pudding...

- A great way to get really used to these main question types is to practice ANSWERING lots of these questions yourself but also challenging your friends and parents to see if you can write down and ASK lots of these question types
- Do they sound exactly like a SATs questions?
- Use whatever you are reading at the moment and have a go at writing your own SATs paper!

And finally...



How can I support my child with reading at home?



Your child is never too old to read to you or for you to read to them!

Make reading a pleasure! Make it fun!

Encourage your child to enjoy books everyday!

What makes successful readers?

- Large vocabulary – children with the largest vocabulary are most successful with comprehension.
- Being able to identify new vocabulary.
- Being able to make predictions. (What do you think will happen next? Why do you think that? What clues in the text lead you to think that?)
- Self monitoring – to seek clarification. (I'm puzzled by...can anyone explain why?)
- Readers need to ask questions – during and after reading. (Good readers internalise questions – adult support can draw these out and develop these skills.)
- Asking/answering different types of questions. (Literal, inference/ deduction/ opinion.)
- Summarising – a good indication someone has understood what they have read. (Plot/theme/character.)
- **Reading sessions at school are rich and meaningful contexts in which children develop these skills. These skills can also be developed at home with your support.**



Any questions?

