

Frequently asked questions...

What do I do with the Home School Reading Diary?

Children are required to write in the title of the book they are reading and keep an ongoing record of the pages they read throughout the week. Once a book is completed, children are expected to record the title in the table at the back of the book ready for the teacher to sign.

Parents / Carers are asked to make a note of the length of time that their child has spent reading independently or with support. Please do comment with a little detail about your child's reading, their responses and comprehension, for example, "Pg 7—13 read independently with questions—excellent understanding."

In addition to the child's reading book, children are encouraged to also read a variety of genres which match their interests, for example comics, internet pages etc.

How often does my child read in class?

Children in Year 6 have the opportunity to change their reading book on completion of an AR quiz. Independent reading occurs daily and may be supported by a member of staff where children require additional help / support.

In addition to regularly sharing reading across the curriculum, all children have regular access to SATs resources and materials in prep for end of year tests. Furthermore, group/ whole class reading with teacher / TA / small group of peers takes place daily.

When children have read their book they will take a small, fun and interactive quiz to assess their understanding. A score will be logged and used as part of our continual assessment of your child's progress in reading.



Y6 Reading Skills Checklist

ON THE LINES

The answer is right there in the text.

Find Can you find the information?	Sequence Can you put events into order?	Paraphrase Can you sum up a piece of text?	Summarise Can you sum up a whole text?
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BETWEEN THE LINES

You have to follow clues in the text to work out the answer.

Key words Can you understand text by working out the meaning of unfamiliar words?	Unpick pronouns Can you work out who or what a pronoun refers to?	Instead of said Can you recognise feelings or tone from instead of said words?	Show not tell Can you work out feelings or thoughts from what someone says or does?
	My life? Can you understand a situation better by putting yourself in someone else's shoes?	Predicting Can you suggest what might happen next from given or implied details?	

OUTSIDE THE LINES

The answer is about the way the text is organised or presented.

Print Do you know why the author has used a different font or print?	Paragraphs Do you know the job a particular paragraph or heading is doing?	Pictures Do you know what a picture or caption adds to a text?	Diagrams Do you know why some information has been presented in a table or diagram?
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BEYOND THE LINES

You have to think about the words the author chooses or any ideas/ themes in the text to work out the answer.

Key words Can I understand why an author has chosen particular words?	Impact Can you recognise what the words an author uses make you think or feel?	Comparing Can I make comparisons within a text and across different texts?	Fact/opinion Can I tell the difference between statements of fact and opinion?
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Reading together
 at home.
 Questions to ask
 whilst sharing a book
 Year 6

Questions to ask whilst sharing a book

- Can you summarise the main points in the text? Can you find some quotes to back yourself up?
- Can you find three places in the book which prove _____?
- Can you find a quote to support the view that _____?
- What has the character said that shows their hidden feelings about / towards _____?
- Why do you think the author chose to start that paragraph / section with that word / phrase?
- How does the length of the sentences / description etc affect how you feel or respond to the writing?
- Why does that metaphor / simile / description work well?
- What is the purpose of this book?
- How does the writer make you feel? How have they achieved that effect?
- How does this book compare to _____?
- Is it important to know that this book was written in (year)?
- Does the fact that this book was written in (country) by a person from (country) affect the viewpoint that is put across in the text?

More challenging questions for able readers

- Does this section mean more than one thing?
- How does the theme / issue of _____ develop as the story goes on?
- What techniques does the author use to build up tension / their argument / your understanding?
- Do you think this book is typical for the year it was written?

BEYOND THE LINES

- identifying and explaining how the right choice of words and phrases enhances meaning
- making comparisons
- identifying themes

Why did the author choose the verbs ... and?

Why did the author choose the verbs “creeping” and “tickling”?

Why does the writer compare to?

Why does the writer compare Hadrian’s Wall to a molehill?

What does tell you about

What does “a great armour-plated centipede” tell you about the wall?

[quote] Give two impressions this gives you of the

‘... they crossed the glassy surface of the lake’. Give two impressions this gives you of the water.

How does ... help you to understand?

How does the comparison help you to understand the behaviour of the character?

How has the choice of words created a feeling of

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

Was this text trying to ...?

Was this text trying to persuade you to watch the film?

Does the author like? How do you know?

Does the author like spiders? How do you know?

In what kind of magazine would you expect to find an article like this?

How can you tell that this article was written for a general audience a audience?

How can you tell that this article was written for a general audience rather than a sports specialist? Give two reasons.

The writer emphasises throughout that How does he do this?

The writer emphasises throughout that he is a novice (new to triathlon). How does he do this?