



## **Developing Confident and Fluent Readers at Acresfield**

### **Year 6**

### **Our Approach to Reading**

This booklet is designed to give parents an overview of expectations in Year 6 linked to the English reading curriculum.

It outlines the following:

Curriculum expectations in reading for children in Year 6  
Approaches to learning used by staff at Acresfield  
Ways you can support your child at home

In Year 6, children should be ...

- reading a range of different texts including stories, poems, plays and non-fiction
  - be fluent in their reading and use a range of strategies to read unfamiliar words
  - develop their comprehension.
- develop an understanding of why the author has made some vocabulary choices
  - discuss their opinions about texts and justify them

## Word Reading

By Year 6, word reading should be fluent.

Please see the Year 3 booklet for support with strategies for word reading.

## Comprehension

Children will develop comprehension by:

- Identifying stock characters in particular genres
- Identify evidence of characters that challenge stereotypes and surprise the reader
- Recognising that authors can use dialogue at certain points in a story to explain plot, show character and relationships, convey mood or create humour
- Making inferences about the perspective of the author from what is written and implied
- Distinguishing between fact and opinion with support
- Making comparisons within and across texts
- Analysing how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes
- Comparing, contrasting and exploring the styles of writers and poets, providing evidence and explanations
- Describing and evaluating the styles of individual writers and poets, providing evidence and justifying interpretations
- Identifying and discussing irony and its effect
- Commenting and comparing the language choices the author has made to convey information over a range of non-fiction texts.
- Identifying themes and conventions
- Identifying common elements of an author's style and make comparisons between books
- Expressing views formed when reading or being read to and justify personal opinions. Challenging the views of others courteously
- Taking part in a debate and show an understanding of themes in a text
- Discussing a wide range of texts including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures
- Identifying the main ideas drawn from more than one paragraph and summarising these
- Identifying how language choice, structure, and presentation contribute to meaning
- Retrieve and record information from non-fiction books



## Comprehension Example

### Zelda Claw and the Rain Cat

All night, thunder growled overhead. Zelda crouched in the darkness, staring. Wind lashed the glistening tarmac and the street lights flickered; Zelda shivered. Where could she escape from the rain?

At that moment, Zelda heard something crawling along the pavement, hidden by shadows. Silently, a vague shape slipped into a doorway. A green eye flickered. Zelda's fur prickled as she watched. What was it?

Possible questions to develop comprehension

- What do you think the 'something' is? Why do you think that?
- What do you think might happen next? Why?
- Can you summarise what the first paragraph is telling the reader?
- Why do you think the author used the phrase '...street light flickered'? What type of atmosphere does this create?
- Why do you think the writer uses the word 'slipped' to describe the movement of the 'vague shape'?
- What mood do you think the author was trying to create? How has the author created this mood?
- What type of character is Zelda? How do you know?
- Can you retell this extract from 'the vague shape's' point of view?
- How has the author created the 'mood' in this extract?
- What is your opinion of this extract? Explain your reasons
- What type of story do you think this extract is from and why?



## How Can I Help My Child?

Build reading into everyday life  
Support the methods used in school  
Reinforce reading in everyday situations

In Year 6, the children will have a guided reading book which they read with their teacher once a week. They will then be asked to read some more of this book at home ready for their next session with the teacher. For the rest of the week, in guided reading, the children take part in a range of reading activities including a follow up task set by the teacher about the reading the previous day, an independent reading session, and using the role play.

The children also have a free choice book which can be chosen from the books in the classroom or school library. The children can change this when they need to. The school is open from 8:40 everyday for you to read with your child and change their book in the classroom or they have timetabled slots to visit the library.

Reading should be enjoyable for both you and your child. Read a little everyday and make the time special and fun. Comment in your child's reading diary each time you read with them, these can include books from home, not just books from school.

If you have any questions relating to your child's reading, please speak to the class teacher.

