



Year 6 Reading Workshop

Supporting your child with reading
at home

How are we supporting Y6 children with reading in school?

- Using texts to support writing lessons
- Reading a novel to the class
- Weekly guided reading sessions for each group
- Cracking Comprehension sessions
- Use of topic books to support learning across the curriculum e.g. history, geography, science and in R & B
- Reading booster groups with support staff and AHT



What are the expectations for reading by the end of Y6?

All children will sit the national reading test and it will-

- last for 60 min
- be out of 50 marks
- in 2018 children needed 28+ marks to reach the expected standard
- in 2018 children needed 40+ marks to achieve greater depth



What types of questions are asked in the test?

A wide range of reading skills are tested in the reading paper. Some of the key areas of focus are-

- **Fact retrieval**
- **Meaning of words**
- **Inferences**
- Summarising
- Predictions
- Structure
- Language
- Comparisons



Retrieval Questions

The Lost Queen

Maria and Oliver were quite a distance from the party when they found the little rowing boat in the grassy shallows of a small lake beyond the garden.

Glancing nervously behind her, Maria suggested that they row out to the island in the middle of the lake.

Oliver looked at her questioningly. Maria explained that there was a secret monument on the island to one of her ancestors. This was a woman who had married a prince at the time when there was a struggle for the throne. The struggle had been between two rival families – one had a lion as its symbol, the winner had a bear.

1. Where was the lake?
2. Whose idea was it to go to the island?
3. Who was the monument built for?
4. Find one word that suggests that the monument wasn't known about by many people.
5. Which family had the bear as a symbol?

Vocabulary Questions

Oliver rowed while Maria stood barefoot in the boat, staring straight ahead. The oars made a click-clack sound in the hush and haze of the summer afternoon. Ripples of water fanned out behind them as they crossed the glassy surface of the lake.

The tiny island, thick with creeping vines and roots, looked as if it floated. At its centre, an ancient oak tree towered over it. The tree's branches were like bent fingers, twisting and stretching outwards, until the tips of its leaves touched the still water. Oliver carefully steered the boat through a narrow opening in the branches. Then they stepped out of the boat, and into a murky green space under an umbrella of leaves. The air was cool and damp.

1. In the paragraph beginning Oliver rowed, find a word with a similar meaning to quiet.
2. What does 'towered' suggest about the oak tree?
3. Find a word that means the opposite of wide.
4. Find the phrase that tells us that the oak tree is in the middle of the island.
5. Find **two words** that suggest that it was not hot on the island.

Inference Questions

The tiny island, thick with creeping vines and roots, looked as if it floated. At its centre, an ancient oak tree towered over it. The tree's branches were like bent fingers, twisting and stretching outwards, until the tips of its leaves touched the still water. Oliver carefully steered the boat through a narrow opening in the branches. Then they stepped out of the boat, and into a murky green space under an umbrella of leaves. The air was cool and damp.

Maria led Oliver across the tangled ground to the hidden monument. It was a column of marble, weathered and mossy with age. A delicate crown sat at the top, and an inscription was carved into a flat slab at the base. Oliver used his thumbnail to scrape out the letters that were cut into it.

It was a name.

Maria's family name.

1. Look at the paragraph beginning: 'The tiny island... to the paragraph ending: ...were cut into it.' What impression of the island do you get from these two paragraphs?

2. '...they crossed the glassy surface of the lake.' Give two impressions this gives you of the water.

3. How do we know that not many people knew about the monument?

4. How do we know that Oliver couldn't read the inscription?

How can you support your child with reading at home?

- Listen to your child reading every day
- Ask them questions about what they've read to check their understanding of the text-

Useful Questions-

- Ensure that your child has an opportunity to practise answering written questions about a text by encouraging them to complete their reading comprehension home learning.

SATs Buster Home Learning

- Every Friday, your child will receive comprehension home learning.
- This will be a text with relevant questions. It should take around 30 minutes to complete.
- This will need to be completed independently by the child and brought back to school the following Friday ready to mark in their cracking comprehension lesson.
- If your child is struggling when completing this home learning, please offer your support and comment on the child's learning that it was completed with support.

Useful Questions-

- Find and copy one word that suggests...
- Find and copy the sentence/ group of words/phrase that tells you...
- Which word most closely matches the meaning of the word x?
- What 3 things are you told about...
- Read this paragraph. What impressions do you get about...
- Using information in the text, which of these statements are true/false...
- What evidence is there to suggest...
- In what ways may this character appeal to readers? Use evidence from the text to support your answer.
- What is the main idea of paragraph...
- What do you think about (character/setting/action)... Use evidence from the text to support your answer.

Visiting Classrooms

- SATS buster booklet 'Eureka!' x 10 mixed questions
- You have 20 minutes to work with the children in the classroom.
- Listen to the children read 'Eureka!' and ask them the questions provided.
- Think about:
 - Fluency and expression
 - Understanding
 - Vocabulary
- Regroup and share experiences.