

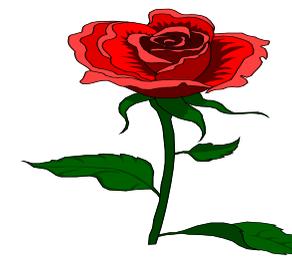
As a Year 6 Reader I can...

- Use my knowledge of word derivations and form to understand new words in reading.
- Talk about how and why a text affects me as a reader.
- Discuss what I like to read and give my reasons.
- Quickly decide how useful a text might be.
- Navigate texts quickly and effectively.
- Comment critically on the impact of language and themes in my book.
- Analyse and discuss how the author conveys moods, messages, feelings and attitudes using inference and deduction.
- Use my knowledge of grammar to read and understand complex sentences.

As a Year 6 Reader I can...

- Read aloud fluently, pausing at full stops, and changing voice for exclamation, question and speech marks.
- Understand that connectives signal changes of tone, voice and opinion in different text-types.
- Recognise and describe the styles of different writers.
- Use my knowledge of different text types to help me understand the meaning.
- Can tell the difference between a stated point of view and one that is 'hidden' in the text.
- Decide how successful a text is in affecting the reader in the way the author intended.

*St Therese's Catholic Primary School
Basil Catholic San Therese*



***'Be Joyful, Learn and
keep the Faith'***

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***Reading
KS2/Year 6
School Information
Leaflet***



Reading at Key Stage 2

Reading opens the door to learning and to the world. It underpins everything we do and is essential to everyday life. In order to survive, we need to read signs, instructions and safety information as well as reading for pleasure. By the time children reach KS2 most can read and many read fluently. Our job is to further improve their reading skills by developing their higher order reading skills. We also need to increase the range of texts our children read and foster their love for reading and for books. Successful readers use many strategies to help them understand the text.

- Phonics (Sounds and spellings)
- Grammatical Knowledge
- Knowledge of punctuation
- Word recognition and graphic knowledge
- Knowledge of context
- Knowledge of spoken language



What are higher order thinking skills?

Once children have a good knowledge of phonics and word building we move on to develop higher order reading skills:

- Inference
- Deduction
- Authorial technique and intent
- Skimming and scanning

Inference-Something that is not explicit in the text but is inferred.

Deduction-Work out something from clues in the text.

Authorial technique and intent-What the author does to get his intended message across.

Skimming and scanning-to read quickly to get an overview of the story or to look for particular points in the text.

Range of Reading

As children get older they are expected to read a range of both fiction and non-fiction material.

Fiction material includes: Adventure, Historical, Fantasy, Science Fiction, Mystery, Horror and Myths and legends

Non-Fiction materials includes: Newspapers and Magazines, Diaries, Journals, Biographies and Autobiographies, Letters.

What if your child struggles or is a reluctant reader?

Some children do not find reading easy. They struggle to read the words or to understand the meaning. Children develop at different rates and it may be that in time your child will become an accomplished reader. However some children do have a problem and may need some special help and may need to use a structured phonic and reading program. If you think your child has a problem discuss your concerns with the class teacher in the first instance. If your child is a reluctant reader the following may help:

- ◆ Try not to worry as your tensions will pass on to your child.
- ◆ Don't force your child to read—encourage.
- ◆ Be crafty—ask them to read the recipe for something you're cooking or information from a newspaper.
- ◆ Read to your child in a relaxed, cosy setting. Make it a pleasant, special, one to one experience.
- ◆ Share books with them—you read a page ask your child to read a page.
- ◆ Allow your child to read books which are easy then gradually move to more challenging material when your child is ready.