



# Reading - Supporting and Learning Together

Year 5 and Year 6

# What will be covered?

- Reading and the curriculum
- How reading is taught in UKS2
- Reading skills
- Year group expectations
- Year groups texts
- Lesson
- How reading is embedded across the curriculum
- Resources
- Help at home
- Questions






# Why is it important?

- Reading from a young age develops children's awareness of sounds (giving opportunity to apply their phonics knowledge) as well as introducing them to new words and phrases.
- As the child's level of fluency progresses, reading can have a huge impact on their education and social development:
  - develops their vocabulary further (this filters through into their writing)
  - develops their listening skills
  - encourages children to engage with the world around them
  - improves social skills
  - develops a security in comprehending what they are reading and what is going on around them

# How is reading taught in UKS2?





- Shared reading is taught three times a week
- Each week, the lessons will focus around a specific reading skill
- The same text is used for the whole class and is linked to the current topic
- Fluency activities ( choral, echo and partner reading)
- Teaching pattern: whole class, partner/paired approach and finishing with independent work
- Test preparation approach

# Reading Skills

<b>Clarifying</b> 	<b>Inferring</b> 	<b>Imagining</b> 	<b>Linking</b> 	<b>Predicting</b> 
<ul style="list-style-type: none"> <li>• What does that word mean?</li> <li>• Can you think of another word that means the same?</li> <li>• Where did the story take place?</li> <li>• What happened...?</li> <li>• Read the part that tells me...</li> <li>• What did he/she do?</li> <li>• Where did...?</li> <li>• Who are the main characters?</li> <li>• Who did...?</li> </ul>	<ul style="list-style-type: none"> <li>• What make you think that?</li> <li>• Can you explain why...?</li> <li>• What's your opinion?</li> <li>• What does this tell you about...?</li> <li>• Which words give you that impression?</li> <li>• What is this character like?</li> <li>• How does he/she feel at the moment? What tells you?</li> </ul>	<ul style="list-style-type: none"> <li>• What is he/she thinking?</li> <li>• What is he/she feeling?</li> <li>• What would it feel like there?</li> <li>• How would you feel?</li> <li>• What would you do?</li> <li>• Describe the place</li> <li>• Describe the character to me</li> </ul>	<ul style="list-style-type: none"> <li>• What do you know about...?</li> <li>• Do you know another story...?</li> <li>• Have you read a book with a similar theme?</li> <li>• Do you know another character like...?</li> <li>• What do we know about this place/ point in time?</li> <li>• What do we already know about how this author writes?</li> <li>• Which things are already familiar to you (structure, layout, characters, language)?</li> <li>• How has the period affected the writer?</li> </ul>	<ul style="list-style-type: none"> <li>• What will happen next?</li> <li>• What will he/she do next?</li> <li>• What will ... do next?</li> <li>• What will the author do next?</li> <li>• How will he/she solve the problem?</li> <li>• How will it change?</li> <li>• What will he/she tell us about next?</li> <li>• What will the next page look like?</li> </ul>



# Reading Skills

<b>Summarising</b> 	<b>Understanding purpose and viewpoint</b> 	<b>Understanding text organisation</b> 	<b>Understanding writers' use of language</b> 
<ul style="list-style-type: none"><li>• What were the key points?</li><li>• Summarise the ...</li><li>• What has happened so far?</li><li>• Describe the current situation</li><li>• What did that chapter /section/page tell you?</li><li>• What is the main idea?</li></ul>	<ul style="list-style-type: none"><li>• Why did the author...?</li><li>• What effect does the writer want?</li><li>• What is the author trying to do?</li><li>• What does the author think about...?</li><li>• What makes this a successful...?</li><li>• Why did the author decide to...?</li><li>• What does it make you think?</li><li>• What effect does it have on you?</li></ul>	<ul style="list-style-type: none"><li>• How does the layout help the reader?</li><li>• Which order is the story told in?</li><li>• Why is it in that order?</li><li>• What is the purpose of...?</li><li>• Why has the author set it out like that?</li><li>• Why has the author started/ended with...?</li><li>• Why has the author told you that first?</li><li>• What would the effect be if you...?</li></ul>	<ul style="list-style-type: none"><li>• Why did the author use those words?</li><li>• How has the author used... to ...?</li><li>• What effect has the author created?</li><li>• How has the author used words and sentences to...?</li><li>• What does the word ... tell you about ...?</li><li>• Why did the author choose this...?</li><li>• Why has the author written the sentence in this way?</li><li>• Which words and phrases tell you this?</li><li>• What do you notice about the sentences here?</li></ul>

# Year 5 and 6 reading expectations

## Word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English Appendix 1](#), both to read aloud and to understand the meaning of new words that they meet.

# Comprehension

Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
  - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

# Comprehension

- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - asking questions to improve their understanding
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
  - identifying how language, structure and presentation contribute to meaning

# Comprehension

- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

# What does a lesson look like?

- Typically split into the following areas:
  - warm-up (introduce/recap the reading skill)
  - adult and child led reading of the text
  - analysis of the question stems
  - application of reading skill

# Lesson

- A further focus for reading in UKS2 is test preparation
- We embed these skills into every shared reading session

# Lesson – word meaning

- Collaborate

*The two children agreed to collaborate on the project.*

- Distorted

*The odd camera angled distorted the picture of the castle.*

- Meticulously

*Jane meticulously planned the trip to ensure nothing could go wrong.*

# Tales from Outer Space

An interview via videophone with astronaut **Madeleine Ryan**.



Madeleine Ryan is both a scientist and an astronaut. Originally from Florida in the USA, she has spent the past two months living and working on the World Space Station (WSS), an artificial satellite orbiting the Earth.

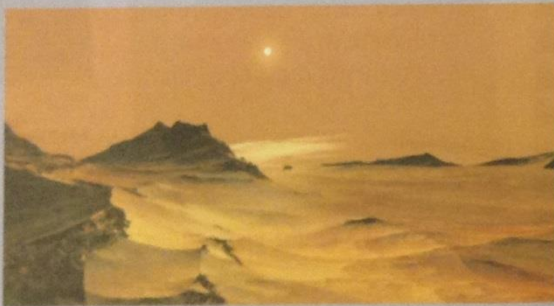
## Madeleine, how did you come to be aboard the WSS?

Astronomy was my original line of work. You could say I study the world beyond Earth: the wonders of stars, galaxies, quasars and globular clusters. This fascination with space motivated me to train as an astronaut. When I tell interviewers that, although I have been a qualified astronaut for five years, this is my first time in space, they are puzzled. The majority of an astronaut's work is done on the ground: intense training and mission preparation, alongside conducting research in your area of expertise. My extensive knowledge of our red neighbour, Mars, led to my inclusion on this mission.

## Why is a Mars specialist needed on the WSS?

Remote-controlled machines have recently been successfully deployed to explore Mars, so currently there's significant interest in sending a manned craft to orbit the planet — perhaps one day to even land there.

As an astronomer, I study conditions on Mars and collaborate with the other scientists on board to determine whether this could be achievable. Views of Mars from the ground are distorted by the gases making up the Earth's atmosphere. Taking readings whilst in orbit greatly increases the accuracy of our results.



*Madeleine is investigating whether man could ever land on Mars.*



## Is there a typical day for you on the WSS?

Life aboard the WSS is regimented — meticulously planned by our colleagues back on the ground. Our schedules dictate when we wake, eat, work and sleep. Scientists even plan our menus down to the last morsel to make sure that our bodies receive all the necessary nutrients. Exercise is an important element of our daily routine, as being in space is tough on the human body. The WSS is equipped with a treadmill, with a special harness so we don't float away when we're using it!

## What influenced you to follow this career path?

The overwhelming influence came from my grandfather, a keen amateur astronomer who gifted me my first telescope when I was eight. I would spend countless hours at my bedroom window, gazing up at the stars. My mother would regularly complain to my father: "That child has always got her head in the clouds!" Growing up in Florida, the launch site of American space shuttles since 1981, also inspired me. I still get shivers down my spine when I recall hearing the tense countdown to take-off, and then the colossal roar of the rocket boosters.

## What would you say to youngsters who dream of being astronauts?

I would say that you should dream about space, but don't be a daydreamer in real life — you have to be determined, and physical fitness is vital. But, with a bit of perseverance, you can certainly succeed. It's inspiring to share the space station with a host of similarly motivated, talented colleagues. Being up here now, I can see sprawling continents and vast oceans down on Earth, and the never-ending blackness of space. A view like this is worth every painstaking second of effort!



*A shuttle launch at Cape Canaveral, Florida.*

# How is reading embedded in the curriculum?

- Encourage reading across all subjects, e.g. Science, History, RE etc...
- Half-termly rewards
- Book week
- Library visits

# How to help at home?

- Positively promote any reading!
- Read aloud yourself
- Discuss the book – use the reading skill starters
- Ask questions – use the reading skill starters
- Games