

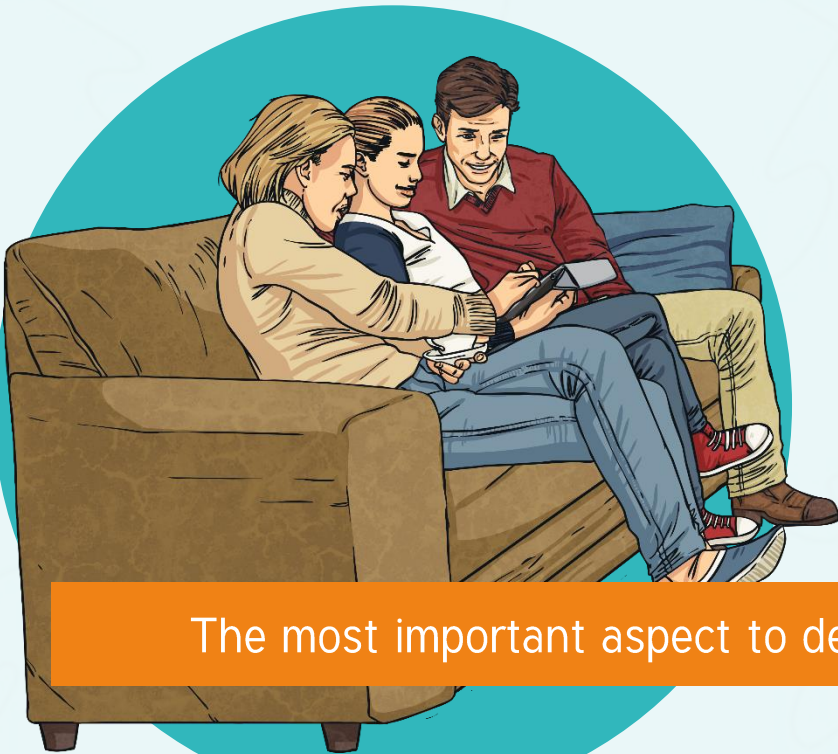
Welcome to our Reading Cafés!

Year 5 & 6 - Thursday 6th March 2025



National Curriculum Expectations

By the time children reach year 5, they should already be familiar with a wide range of text types, including fiction, non-fiction, plays, poetry and reference books.



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Throughout year 5 and year 6, children will continue to develop comprehension skills which will ensure that they fully understand the text they're reading.

It is important to remember that not all children learn at the same speed. Some children may find certain areas of comprehension trickier than others.

The most important aspect to develop is an enjoyment of reading.

National Curriculum Expectations

By the time they leave year 6, children are expected to:



increase their familiarity with a wide range of books, including myths, legends and fiction from our literary heritage;



recommend books to their peers;



identify themes across a wide range of texts;



make comparisons within and across books;



understand and explain the meaning of words in context;



draw inferences from a text and justify these with evidence;



summarise the main ideas from more than one paragraph;

National Curriculum Expectations

By the time they leave year 6, children are expected to:



use stated or implied details to make predictions about what may happen next;



retrieve, record and present information from a non-fiction text;



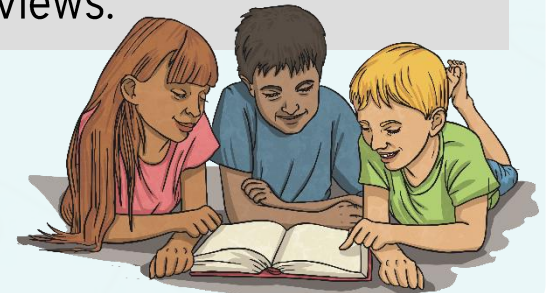
distinguish between statements of fact and opinion;



discuss and evaluate the author's choice of language;



provide reasoned justifications for their views.



What Can You Do to Help?

As a parent or carer, there are many things that you can do to support your child with understanding what they are reading.

Provide a Choice of Reading Materials

Why not visit the library together or have a look at interesting articles online? Having something that children really want to read can make a huge difference to their motivation.

Show That You Read Too

The next time you discover something interesting while reading, share it with your child. It doesn't have to be from a book; just showing that you find reading interesting can provide a real boost for reluctant readers.

Make Reading Fun

Reading should never seem like a punishment or a chore. Try playing games related to the book or try reading something that you both enjoy. Remember, you do not just have to read 'books': you could enjoy a newspaper, a reference book or even a comic together.

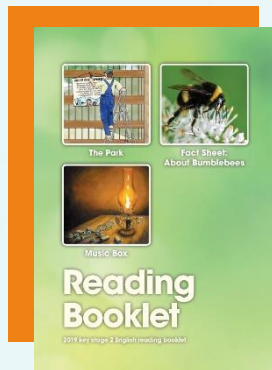
Ask Lots of Questions

Even if you're not reading together, make sure that you still ask questions about what your child is reading and their opinion on it.

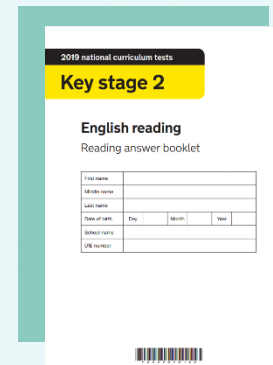


Year 6 SATs

Each year in May, year 6 children in England take part in a SATs reading paper. This paper is designed to test children's reading and comprehension skills across all areas of the curriculum. The test consists of two parts:



a reading booklet (typically containing three texts which increase in difficulty throughout the booklet)



an answer booklet (containing a variety of questions about each of the texts, each relating to one of the eight content domains)

Children have one hour to complete as many questions as they can. Children are expected to read the text themselves and no help can be given.

KS2 Reading Content Domains

Each question in the KS2 SATs relates to one of the eight content domains shown below.

2a: Give/explain the meaning of words in context.

2b: Retrieve and record information/identify key details from fiction and non-fiction

2c: Summarise main ideas from more than one paragraph.

2d: make inferences from the text/explain and justify inferences with evidence from the text.

2e: Predict what might happen from details stated and implied.

2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.

2h: Make comparisons within the text.

2g: Identify/explain how meaning is enhanced through choice of words and phrases.

Vocabulary


2a: Give/explain the meaning of words in context.

This is where the children have to work out the meaning of unknown words and phrases using context clues.



What Types of Questions Could You Ask?


Content domain 2a is all about understanding the meaning of words in context. To help your child practise this content domain, try asking these questions when they're next reading.




What does this word tell us about the character/setting/atmosphere?




What does that imply/suggest/indicate about...?



What does this word/phrase mean?



The author has used the word _____ to describe the main character. Can you think of a different word?



Can you find a word in this paragraph which means the same as _____?

Retrieval Questions

2b: Retrieve and record information/identify key details from fiction and non-fiction

These questions require the children to go into a text and just simply retrieve the facts and key details.



What Types of Questions Could You Ask?

Content domain 2b is all about retrieving key details from a text. To help your child practise this content domain, try asking these questions when they're next reading.

Where is the story set?

Where did _____ go?

What did _____ do when _____?

Which paragraph tells you _____?

Who are the key characters in the book?

Summarising

2c: Summarise main ideas from more than one paragraph.

Here, the children have to summarise the main point(s) or main event(s) of a paragraph or text.



What Types of Questions Could You Ask?

Content domain 2c is all about summarising the main ideas or events in a text. To help your child practise this content domain, try asking these questions when they're next reading.

What is the main theme/argument in this paragraph?

Can you describe what happened in this paragraph/chapter?

Using less than 20 words, can you write a new blurb for this book?

Can you remind me about _____?

What moment do you remember most from _____?

Inference

2d: make inferences from the text/explain and justify inferences with evidence from the text.

Inference is about hunting for clues in a text about how someone might be feeling or why something is happening.



What Types of Questions Could You Ask?

Content domain 2d is all about making inferences and justifying them using evidence from the text. To help your child practise this content domain, try asking these questions when they're next reading.



Why did the character behave like that?



What do they seem to think about each other?



What does _____ think? How do you know?



What makes you think _____? Can you find evidence to support that?



What do you think will happen to the main character now?
Can you give a reason for your answer?

Predicting

2e: Predict what might happen from details stated and implied.

This is about trying to see the future and working out what might happen next from clues in the text.



What Types of Questions Could You Ask?

Content domain 2e is all about making predictions. To help your child practise this content domain, try asking these questions when they're next reading.

What do you think is going to happen next?

What do you think is likely to happen when _____?

Do you think the author has another plan for _____?

Based on what you know about the character/event, how do you think the story will develop next?

Do you think the character will change their behaviour in the future?
What evidence can you find to support your answer?

Meaning and Comparisons

2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.

2h: Make comparisons within the text.

For these questions, the children have to discuss the content of a paragraph/text and compare events and characters.



What Types of Questions Could You Ask?

Content domains 2f and 2h are all about making comparisons within the text and commenting on how the content of a text contributes to the meaning. To help your child practise this content domain, try asking these questions when they're next reading.

- ▶ How does the layout help you to understand the text?
- ▶ Compare one character to another. How are they different or similar?
- ▶ How has the character changed during the text?
- ▶ What was the most effective/thought-provoking moment of the story?
- ▶ Look at the section titled _____. Why has this been included in this text?

Author Choice

2g: Identify/explain how meaning is enhanced through choice of words and phrases.

This is about spotting examples of ambitious vocabulary and figurative language, and explaining how the words/phrases that have been used add to the meaning of the text.



What Types of Questions Could You Ask?

Content domain 2g is all about recognising why certain words or phrases have been used. To help your child practise this content domain, try asking these questions when they're next reading.



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



Look for an example of a simile in the text. How does this add meaning?



Look for an example of a metaphor in the text. How does this add meaning?



Look for an example of personification in the text. How does this add meaning?



How does the author show that the character/setting/atmosphere is _____?

Important – Reading Every Day

Children should be given the opportunity to read every day. This can either be by themselves or with another person.

It's important to remember that you can still ask questions afterwards even if your child prefers to read on their own. Try asking them to summarise what they've just read or ask them if they've discovered any new words. You can always look up their meaning in a dictionary together.

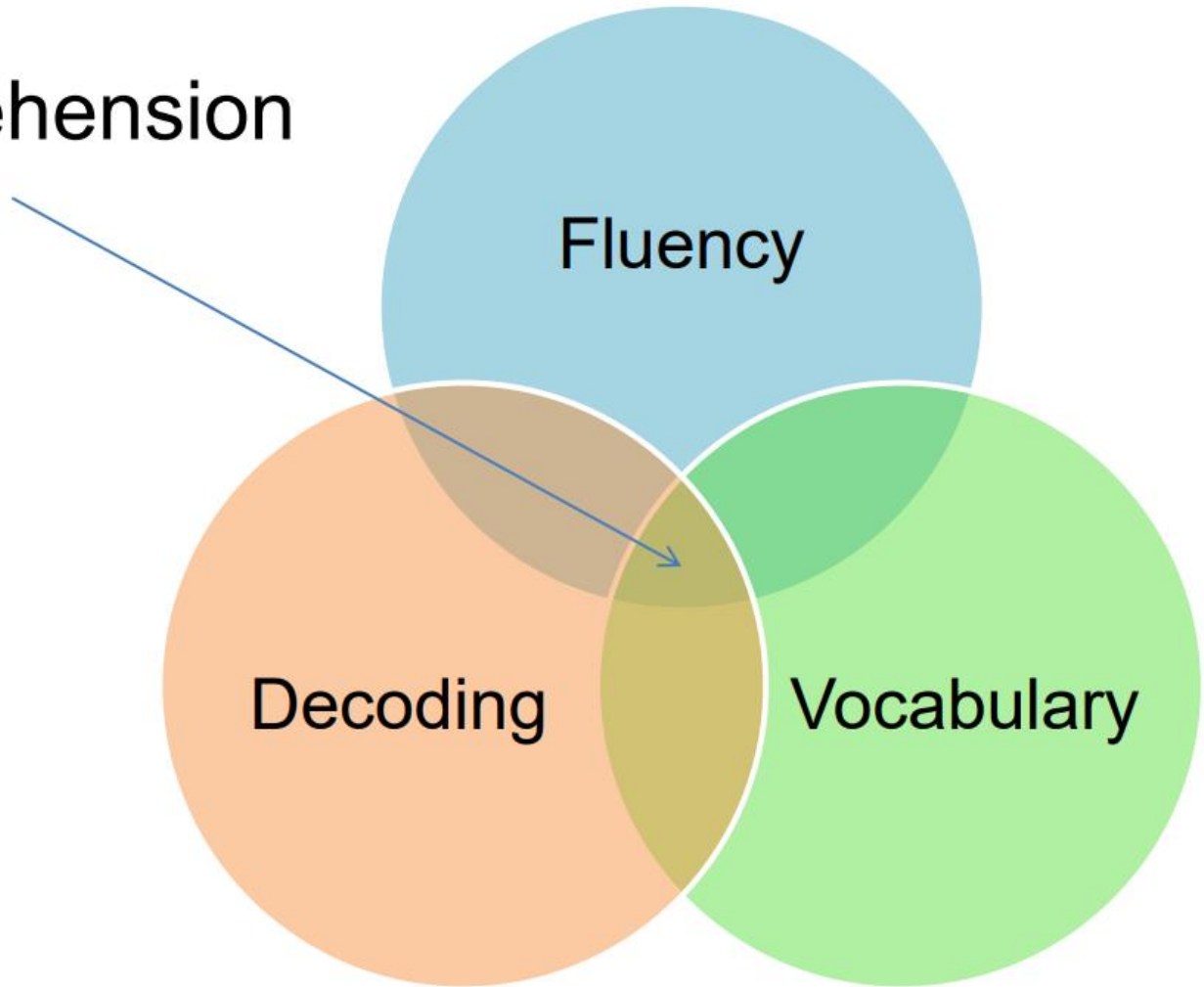


Why not set up a special reading area in your house? Try to make somewhere quiet and comfortable where reading is fun.



Getting the balance

Comprehension



Fluency

Decoding

Vocabulary

Reading at home with your child

- Reading each day makes a MASSIVE difference to a child's attainment over time.

Why read for 20 minutes a day?

CHILD A	CHILD B	CHILD C
reads 20 minutes per day	reads 5 minutes per day	reads 1 minute per day
hears 1,800,000 words per year	hears 282,000 words per year	hears 8,000 words per year
scores in the 90th percentile on standardized tests	scores in the 50th percentile on standardized tests	scores in the 10th percentile on standardized tests

Looking ahead...

- In order for children to have completed the phonics scheme, they should be reading at a speed of at least 80-90+ words per minute.
- By the end of Year 6, the government's expectation is that they are reading at a speed of about 150 words per minute in order for them to have enough time to answer the questions in the SATs test. In the 2023 test in May, if the children were reading at the expected speed, that still meant they had to answer a question every 34 seconds to complete the paper.
- The more children practise their reading, the more fluent they will become and the quicker they will be able to read.



Reading at home with your child - Reading for Pleasure

- Audio books are a great way to engage children in stories
- Reading books, comics and magazines to your child
- The school library and the book corners in classes have a huge range of different reading material for children
- Hampshire libraries - they are free!
- Borrowbox app - linked to Hampshire Libraries and free (all you need is your library card and pin to borrow books and audio books online)
- SORA - our online platform where children can borrow books, magazines, comics and much more - free!
- Support your child with their reading homework task
- Ask questions while your child is reading - talk about what they are reading and check their comprehension.

Suggested Reads

hwjs.hants.sch.uk/reading-at-hatch-warren-juniors/

Google Classroom Imported



HOME | ABOUT US | KEY INFORMATION | PARENTS | CHILDREN

The Hatch Warren 100 is a set of 100 books that we have challenged all children across the school to read before they leave us in year 6. Read them to yourself at home with a parent or listen to them on an audio book - just get involved in this amazing selection of books.

If you like....try....Book suggestion lists



If you like David Walliams.pdf



If you like Diary of a Wimpy Kid.pdf



If you like Harry Potter.pdf



If you like Murder Most Unladylike.pdf



If you like The Worst Witch.pdf



If you like Beast Quest.pdf



If you like The Famous Five.pdf

Year group pages

Pupil Leadership Teams

Willow - Our school dog

Reading at Hatch Warren Juniors

Homework

School Council

Noticeboard

Calendar

Newsletters

Google Classroom

Twitter

What Our Parents Say About Us

https://www.hwjs.hants.sch.uk/reading-at-hatch-warren-juniors/

Recap

To support your child to achieve their reading potential, have a go at the following:



read with them or let them read independently every day;



ask a variety of questions about what they have read, even if they're reading to themselves;



set up a special place dedicated to reading;



make sure that you have a variety of reading materials available, such as newspapers, fiction texts, non-fiction texts, online articles or reference books;



show that you enjoy reading too by sharing things you've discovered;



make sure that reading is seen as a fun and enjoyable activity rather than a punishment or a chore.