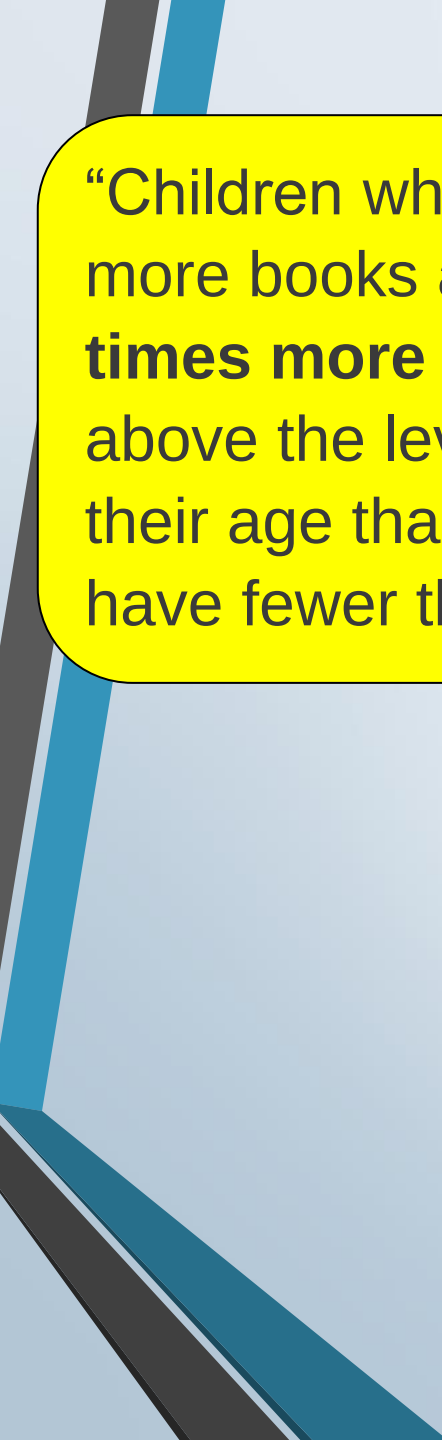


Guidance for parents on supporting reading

Years 3-6
(KS2)

Why reading?

“Making sure that children become engaged with reading from the beginning is ... one of the most important ways to make a difference to their life chances.” (The Reading Framework)



“Children who have 60 or more books at home are **5+ times more likely** to read above the level expected for their age than their peers who have fewer than 10 books.”

“If we don't learn to love books, we don't read. And if we don't read widely, we don't think deeply.” Michael Rosen

How do we prepare children at Mytham?

- Share class novels/stories daily to inspire a love of reading.



How do we prepare children at Mytham?

- Have inspiring book corners/libraries which are updated regularly.
- Model great reading every day.
- Putting reading at the heart of everything we do
 - Topic/Science as well as English.



How do we prepare children at Mytham?

- Interventions/catch up where children are behind.
- Weekly monitoring of reading records.
- Incentives to read regularly and independently.
- In KS2 we set weekly Reading Eggs homework to support stamina/comprehension strategies and vocabulary.



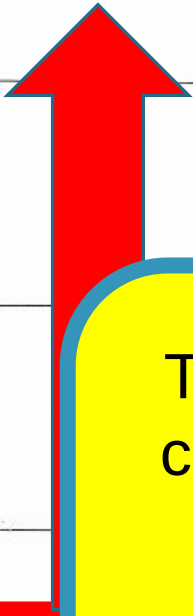


How can you help?

The Reading Record is a fantastic way of communicating quickly about your child's reading as these are checked at least weekly in every class by staff.

Please ensure that your child has their record and reading book in school EVERY day.

Date, book and page number	Comments Give a score out of 10 to show how much you



It is best that adults add the comment (see below) and remember to sign 4x a week – no more (although they should read daily).

To ensure we work together, we will text you if your child has not met the 4x reading each week or their reading record is missing.

We will contact you to discuss support and options if this becomes more regular.

In Your child's reading record, please add the book title, pages read during that session and the date read.

My Reading BooksLevel/colour/
point value

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

Log finished books here as a great record of your child's reading diet.

(Confident, able children should be encouraged to do this themselves.)

Tricky words, or new words I have learned

As we heard, vocabulary is key to learning. When your child finds a new, unfamiliar word, discuss it, and log it here. Staff in school can then revisit the words to embed them. We will do the same in school for you to revisit.

The Building Blocks of Sentences

Nouns

We use **proper nouns** to give names to particular people, places, companies, etc.

Examples: Jody, London and Spain

Common nouns such as child, town and cat are general names.

Noun Phrases

Noun phrases are groups of words doing the job of a noun.

Example: The old yak walked slowly to the field.



The old yak

Pronouns

Pronouns are used in place of nouns in sentences.

Examples: Jane went to school → She went to school

Pronouns like mine and yours are called **possessive pronouns**. They show who something belongs to. **Example:** Yours is the best.

Relative Pronouns

The words **who**, **which** and **that** can be used as **relative pronouns**. Relative pronouns introduce relative clauses. A relative clause is a special type of subordinate clause that behaves like an **adjective**.

The boy who lives next door

Relative clause

Determiners

Determiners give important information about nouns.

Examples: the, a, an - the picture was amazing
this, that - that book is fantastic
some, every - some noisy people arrived
my, your - my name is Sam

Adjectives

Adjectives describe things (nouns). They can tell us about 'size', 'how many' and lots more.

Examples: The blue pencil. An enormous bar of chocolate.

Verbs

Verbs often tell us what someone or something is doing or has done. Verbs have different tenses.

Examples: I feel full. (Present tense) They walked back.

The Building Blocks of Sentences

Modal Verbs

Modal verbs are words like: will, would, can, could, should, might and must. They change the meaning of other verbs.

Examples: You should help your mother. We must follow the directions.

Conjunctions

Conjunctions usually connect words or clauses together inside a sentence.

Examples: and, but, or, when, because, although, if

Dave and his friend went outside.

They couldn't get to school because the snow was too deep.



Adverbs

Adverbs usually tell us information about 'how', 'when', 'where' or 'how much'. They can be used with verbs, adjectives or other adverbs.

Examples: He shouted loudly. The game was really exciting. She ran very quickly.

Connecting Adverbs

Connecting adverbs link ideas in one sentence or clause to ideas in another.

Examples: however, furthermore, consequently, secondly, meanwhile
I enjoyed my dinner. However, I'd like something different tomorrow.

Connecting adverbs and conjunctions are sometimes called **connectives**.

Adverbials

an adverb.

of a sentence.



in France.



often have



There are some key grammar/writing terms explained here.

Questions About Your Book

Try asking yourself some of these questions to check that you are understanding what you are reading.

Before you start

- Why did you choose this book?
- What do you think will happen in the story?
- If this is a non-fiction book, what do you hope to find out?

Halfway through

- What has happened so far?
- Who are the main characters?
- How do you think the main characters are feeling now?
- How would you describe the story so far?
(For example it could be funny or exciting.)
- What might happen next?

Questions about non-fiction books:

- What have you learned so far?
- What are you hoping to find out next?
- What is the most interesting thing you have learned?

At the end

- Did you enjoy this book?
- What was the best part of the story?
- Would you recommend this book to a friend?
- Why would you recommend it, or why wouldn't you?
- Would you choose more books by the same author? (If so, you could look for some.



Figurative Language

Look out for great use of language by the author of your book and make a note of any outstanding examples in your reading record. Watch out for:

Metaphors	It was a deep, dark secret.
Similes	She swims like a tuna.
Personification	The litter danced in the wind.
Hyperbole	I've asked you a thousand times.
Idiom	Now you've let the cat out of the bag.
Alliteration	The wild winds whistled through the trees.
Onomatopoeia	The sizzling sausages smoked in the pan.



It is still important, even when your child can 'read', to listen to them read aloud. This supports fluency which leads to understanding.

You can then discuss their reading with them. These questions can be a great starting point. If your child struggles to answer the questions, they are likely not to have fully understood what they've read.

National Curriculum Word List for Years 5-6

You are expected to know these words by the end of Year 6. Tick ✓ each word when you know the meaning **M** and when you know the spelling **Sp**

accommodate	M Sp	correspond	M Sp	identity	M Sp	queue	
accompany	M Sp	criticise	M Sp	immediate(ly)	M Sp	recognise	
according	M Sp	curiosity	M Sp	individual	M Sp	recommend	
achieve	M Sp	definite	M Sp	interfere	M Sp	relevant	
aggressive	M Sp	desperate	M Sp	interrupt	M Sp	restaurant	
amateur	M Sp	determined	M Sp	language	M Sp	rhyme	
ancient	M Sp	develop	M Sp	leisure	M Sp	rhythm	
apparent	M Sp	dictionary	M Sp	lightning	M Sp	sacrifice	
appreciate	M Sp	disastrous	M Sp	marvellous	M Sp	secretary	
attached	M Sp	embarrass	M Sp	mischievous	M Sp	shoulder	
available	M Sp	environment	M Sp	muscle	M Sp	signature	M S
average	M Sp	equipped/ equipment	M Sp	necessary	M Sp	sincere(ly)	M S
awkward	M Sp	especially	M Sp	neighbour	M Sp	soldier	M S
bargain	M Sp	exaggerate	M Sp	nuisance	M Sp	stomach	M S
bruise	M Sp	excellent	M Sp	occupy	M Sp	sufficient	M S
category	M Sp	existence	M Sp	occur	M Sp	suggest	M S
cemetery	M Sp	explanation	M Sp	opportunity	M Sp	symbol	M S
committee	M Sp	familiar	M Sp	parliament	M Sp	system	M S
communicate	M Sp	foreign	M Sp	persuade	M Sp	temperature	M S
community	M Sp	forty	M Sp	physical	M Sp	thorough	M S
competition	M Sp	frequently	M Sp	prejudice	M Sp	twelfth	M S
conscience	M Sp	government	M Sp	privilege	M Sp	variety	M S
conscious	M Sp	guarantee	M Sp	profession	M Sp	vegetable	M S
controversy	M Sp	harass	M Sp	programme	M Sp	vehicle	M S
convenience	M Sp	hindrance	M Sp	pronunciation	M Sp	yacht	M S

There are also spelling lists and tips for spelling to support that vital skill.

Unmissable Books Challenge - Year 6
**Can you finish each of these great books during
Year Six?**

1. Read the book (alone, with a friend or with an adult but you should know it well)!
2. Tell your teacher/teaching and learning assistant.
3. Complete your 'Read-it' task.
4. Get your stamp and tick.
5. Let your teacher know when you've read all six!

Enjoy your reading!

'The more that you read the more things that you know, the more that you know, the more places you go!' (Dr Seuss)



Something new...

We know that writing is the skill impacted most by the Covid disruption.

We are working in school to plug gaps in understanding and build stamina for writing.

Writing Journals

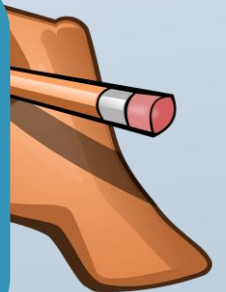
- In KS2, each child will be given a writing journal, in which they will be set one homework task each week.
- They will have one week to complete it.



Possible Tasks

- A prompt/idea/picture/word may be given and children will be given options of what to write.
- Creative choice will be given to encourage children to follow their interests/passions and knowledge.

If you have any questions regarding your child's reading and learning, please speak first to their class teacher who will be able to assist.



How you can help...

- Provide a quiet space.
- Discuss ideas for writing.
- Read and celebrate their work.
- Whilst legibility is important, they may edit/improve their work so crossings out may be visible – work may appear ‘untidy’ during the process.

If you have any questions regarding your child's reading and learning, please speak first to their class teacher who will be able to assist.





**Unmissable
Books
Year 1**



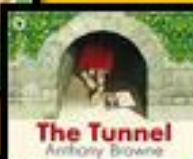





Can you read them all?

**Unmissable
Books
Year 2**





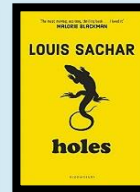
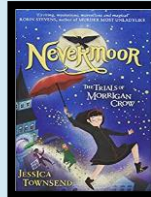
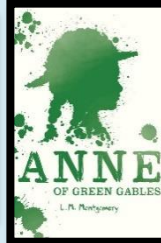
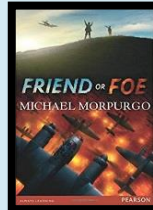
Can you read them all?



Year 5 'Unmissables'

Unmissable
Books

Y5



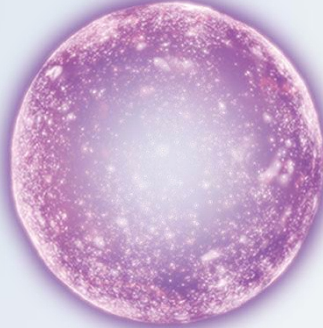
Can you read them all?

Unmissable
Books
Y4



Can you read
them all?

Year 4
'Unmissables'



Year 3 'Unmissables'

U

Unmissable
Books
Year 3



Can you read
them all?

What other resources are available?

