



Aston Fence J&I School

Ideas to support Y5/6
children with reading
at home



1. Join Aston Community Library

Worksop Rd
Sheffield
S26 4WD
Phone: 01709 254 124



Opening Times:

- Monday - 9am to 5pm
- Tuesday - 9am to 5pm
- Wednesday - 9am to 7pm
- Thursday - 9am to 5pm
- Friday - 9am to 5pm
- Saturday - 9am to 1pm
- Sunday - Closed

2. Download eBooks on Android tablets or iPads.

3. Listen to your child read their school reading book and discuss their reading with them.

Things to do before reading:

- Look at the pictures and information on the cover. Do know anything about this author? Have they read any other books by this author? Look up the author on the Internet.
- Use the front cover and blurb to predict what will happen in the story.
- If it's a story set in a particular time period, look up information about that period on the internet; this will really help your child understand the story.
- Look inside the front cover to see if the book suggests any pre-reading things to discuss.

4. ***Paired reading.*** Share a book from the 50 books to read by the end of Y6 list.
5. ***Read to your child, ideally a high level text*** e.g. 'The Hobbit', or the 'Jungle Book' or an interesting news article in 'The Guardian' or 'Times' newspaper and discuss what you've read and the

meaning of any new words. When you are reading to your child, you can talk about words or ideas in the text that your child might not have come across before. Children are often interested in new words and what they mean – encourage them to look them up in a dictionary, online dictionary or ask family about the meaning.

6. Go online together and read and talk about a web page that interests them.

Child-friendly Science websites:

<http://www.primaryhomeworkhelp.co.uk/science/index.html>

<http://www.scienceforkidsclub.com/>

Child-friendly History websites:

<http://www.primaryhomeworkhelp.co.uk/history/index.html>

<http://www.bbc.co.uk/schools/primaryhistory/>

<http://www.bbc.co.uk/schools/primaryhistory/famouspeople/>

<http://www.bbc.co.uk/education/subjects/zcw76sg> Child-friendly

Geography websites:

<http://www.primaryhomeworkhelp.co.uk/geography/index.html>

<http://www.kids-world-travel-guide.com/geography-facts.html>

<https://www.natgeokids.com/uk/#>

Child-friendly Art websites:

<http://www.primaryhomeworkhelp.co.uk/Art.html>

<http://www.ducksters.com/history/art/>

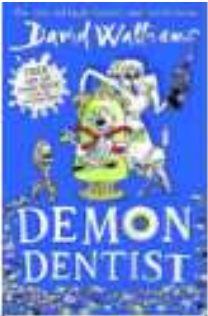

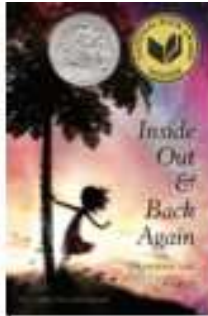




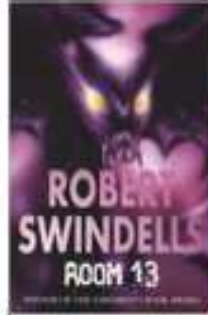



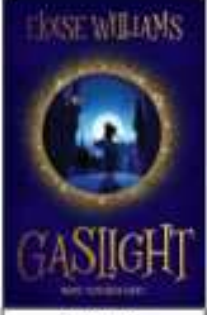

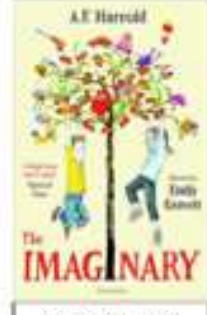
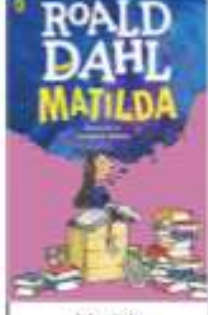
7. Listen to audio books together e.g. have them on in the car.

8. Make reading fun by reading adventure or ghost stories in the dark or under the duvet by torchlight. Try reading the book in a funny accent or breaking up the character parts so you take it in turns to read.

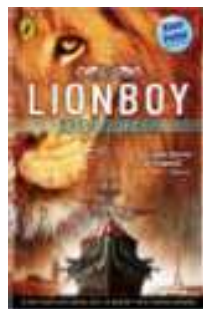
9. Have a discussion session on the child's reading book, using the content domain questions. (See their individual bookmarks for questions)

10. Encourage your child to read age appropriate books

***Challenge: 50 Books To Read By The End Of Year 5
(all age appropriate books)***

 <p><u>Demon Dentist</u> David Walliams</p>	 <p><u>Goodnight Mister Tom</u> Michelle Magorian</p>	 <p><u>Inside Out & Back Again</u> Thanhha Lai</p>	 <p><u>The Suitcase Kid</u> Jacqueline Wilson</p>	 <p><u>Firegirl</u> Tony Abbott</p>
 <p><u>Percy Jackson and the Lightning Thief</u> Rick Riordan</p>	 <p><u>Famous Five on Treasure Island</u> Enid Blyton</p>	 <p><u>Room 13</u> Robert Swindells</p>	 <p><u>Street Child</u> Berlie Doherty</p>	 <p><u>Millions</u> Frank Cottrell Boyce</p>
 <p><u>Coraline</u> Neil Gaiman</p>	 <p><u>Gaslight</u> Eloise Williams</p>	 <p><u>Harry Potter and the Philosopher's Stone</u> J.K. Rowling</p>	 <p><u>The Imaginary</u> A.F. Harrold</p>	 <p><u>Matilda</u> Roald Dahl</p>

 <p>Phoenix</p> <p>SF Said</p>	 <p>The Lion, the Witch & the Wardrobe</p> <p>C.S. Lewis</p>	 <p>Stig of the Dump</p> <p>Clive King</p>	 <p>Five Children and It</p> <p>E. Nesbit</p>	 <p>Beetle Boy</p> <p>M.G. Leonard</p>
 <p>The Borrowers</p> <p>Mary Norton</p>	 <p>The Railway Children</p> <p>E. Nesbit</p>	 <p>Secret of the Indian (The Indian in the Cupboard)</p> <p>Lynne Reid Banks</p>	 <p>Once</p> <p>Morris Gleitzman</p>	 <p>Oranges in No Man's Land</p> <p>Elizabeth Laird</p>
 <p>The Secret of Platform 13</p> <p>Eva Ibbotson</p>	 <p>The Amazing Maurice and his Educated Rodents</p> <p>Terry Pratchett</p>	 <p>Flour Babies</p> <p>Anne Fine</p>	 <p>Black Beauty</p> <p>Anna Sewell</p>	 <p>The Reluctant Dragon</p> <p>Kenneth Grahame</p>



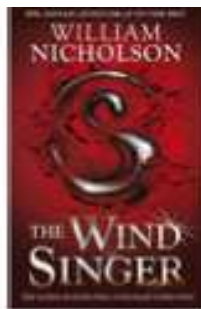
Lion Boy

Linda Sue Park



When Hitler Stole Pink Rabbit

Judith Kerr



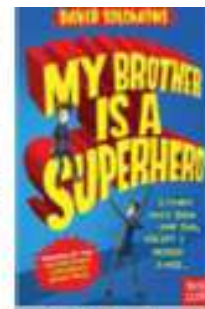
The Wind Singer

William Nicholson



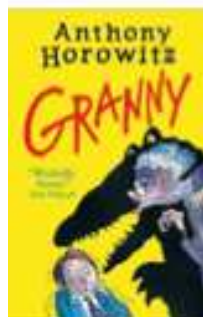
Pax

Sara Pennypacker



My Brother is a Super Hero

David Solomons



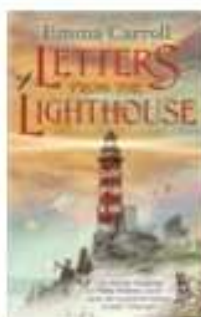
Granny

Anthony Horowitz



Swallows and Amazons

Arthur Ransome



Letters from the Lighthouse

Emma Carroll



Carrie's War

Nina Bawden



Peter Pan

J.M. Barrie



Winter Magic

Abi Elphinstone



Shadow Forest

Matt Haig



Howl's Moving Castle

Diana Wynne Jones



The Miraculous Journey Of Ed Tulane

Kate DiCamillo



The Goldfish Boy

Lisa Thompson



Your child's bookmark has list of questions that can be used when reading together.

Go Ape To Support Answering Questions

A	P	E
ANSWER IT!	PROVE IT!	EXPLAIN IT!
What is the answer to the question you've been asked? Remember what you've read. Don't guess.	Choose a quotation that helped you answer the question. Remember to use inverted commas!	Why did that quotation help you answer the questions? Give as much detail as you can.
I think...	For example...	This implies...
The writer...	I know this because...	This suggests that...
In this text...	The writer states that...	This means you...
I believe that...	The text includes...	This makes you realise...
It is clear that...	The character says...	This creates a sense of...
The speaker...	For instance, the writer describes...as...	This makes the reader think/feel...
The writer creates.. by...	I get this impression because...	This can be interpreted as...
My opinion is...	In the ...line/paragraph, it says...	The effect of this is...
The writer attempts to persuade the reader...by...		

Questions to support your reading discussions

(For your information, these are the main areas covered during reading lessons in school. Aim to only ask 1 or 2 question from one area during a session.)



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

- The writer uses words like ... to describe What does this suggest about... (character/setting)?
- What other words/phrases could the author have used?
- Which word most closely matches the meaning of the word x?
- Which of these words..... is a synonym for (choose a word from the text)?
- Find and copy one word meaning.....
- Give the meaning of the word..... in this sentence

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



- Where/when does the story take place?
- What did she/he/it look like?
- Where did she/he/it live?
- Who are the characters in the book?
- Where in the book would you find...?
- What is happening at this point in the text?
- What happened in the story?
- What evidence do you have to justify your opinion?

2c: Summarise main ideas from more than one paragraph

- What's the main point in this paragraph?
- Can you sum up what happens in these three/four/five... paragraphs?
- Write sub-headings for each paragraph



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



- What makes you think that?
- Which words give you that impression?
- How can you tell that...?
- Can you explain why...?
- What does this... word/phrase/sentence... imply about... (character/setting/mood)?

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

- Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?
- How is character X like someone you know? Do you think they will react in the same way?
- Do you think x will happen?



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

- Explain why a character did something.
- Explain a character's different/changing feelings throughout a story.
- What are the clues that a character is liked/disliked/envied/feared/loved/hated etc...?
- What is similar/different about two characters?
- How does the title/layout encourage you to read on/find information?

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

words
have
power

- What does the word 'x' tell you about 'y'?
- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- In the story, 'x' is mentioned a lot. Why?
- What do you think the writer meant by... 'x'?
- Which words do you think are most important? Why?
- Which words do you like the best? Why?

