

<p>Year 5</p>	<p>What did [a character] mean when they said “x”? Are [a character’s] actions a surprise to you or what you expected? Why is [a character] surprised or scared or excited or angry by [another character’s] actions, dialogues or thoughts? Explain [a character’s] actions or reactions to an event What clues are there in the story to show that [a character] is angry or sad or happy or thoughtful or vengeful or evil or excited? What advice would you give to [a character]? What do you think [a character] thinks of [another character]? How did the writer make you think this?</p>	<p>The children:</p> <ul style="list-style-type: none"> • use of a range of reading strategies to get meaning from a text • understand that characters are created through the use of action, description and dialogue • are able to locate and comment on specific words and phrases to justify their ideas about characters • know that stories are written from a point of view
----------------------	---	--

<p>Year 6</p>	<p>Has the writer succeeded in creating [a setting, mood, character, theme, making you laugh etc]? What else could the writer have done? Think about this [passage describing a particular event] – what is the atmosphere before and after [the event]? Which words, phrases or punctuation give you evidence for this? Has the writer been successful? Who is the “voice” in the text? What happens if we change the “voice”? Which character does the writer want you to like or dislike? How has the writer done this? Has the writer succeeded? What do you think could be the motive for [a character] to do or say something? How do you know? What do you think will happen because of [a character’s] actions, dialogues or thoughts? Why do you think [a character, setting or event] is important?</p>	<p>The children:</p> <ul style="list-style-type: none"> • use of a range of reading strategies to get meaning from a text • are able to locate and comment on the choice and effect of language used to create settings, characters, narrative structure and develop themes • are able to analyse a text and evaluate its success referring to language, theme, style and layout to justify their ideas • understand how narrative perspective has an impact on the reader
----------------------	--	--

Children in Key Stage 2 will all be at very different stages of development, but even for the most fluent readers there is a need for parental support.

This is the time when children can develop a much deeper understanding of the books that they are reading. Rather than reading at home being 'reading practice', it should extend and enrich the reading experiences of school.

One of the most powerful ways in which parents can do this is to show real enthusiasm themselves. Your sense of excitement about books and stories, your anticipation about what will happen next in a story and a discussion about your own likes and dislikes, will greatly influence your child.

Books and stories open up new worlds of excitement and imagination for children!

Asking questions that go beyond the literal meaning of the book will help your child to think more deeply about what they are reading.

Helping Your Child With Reading

Two or three of these sessions could be your child reading silently to him/herself followed by a discussion about the book. The other days could be an opportunity for your child to read aloud.

- Encourage your child to read with expression.
- Your child should be able to read approximately 9 out of every 10 words in the book, less than this and the book may be too difficult.
- Discuss the meaning of difficult or unusual words and encourage your child to use these new words in sentences when talking to you.
- Encourage talk about favourite authors and illustrators, giving reasons for their choices.
- Try and make sure that your child reads a range of different books, not always stories.
- Give lots of praise and encouragement
- Have fun!!