

## Year 6 – Becoming an ‘exceeding’ reader

We have put together the following guide to help our parents and carers support their children in reading together at home and becoming an ‘exceeding’ reader! An ‘exceeding reader’ is a reader that has mastered the word reading (decoding) aspect of reading, as well as mastering the comprehension content of their year group beyond that of the ‘expected’ standard. When assessing children in school, we have found that there is sometimes inconsistency between a child’s ability to read words and their understanding of the text; a fluent reader may need further support in their comprehension skills which can occasionally be masked by their fluency. Comprehension and fluency should be seen as equal in value in helping a child to become a confident reader. If a child is working at an ‘exceeding’ level in reading they need to be able to complete most of the following objectives in this list across a wide range of books and text types. Some books will lend themselves better to statements than others depending on whether they are fiction or non-fiction texts. Please note that these statements are for an ‘exceeding’ reader rather than an ‘expected’ reader and do not correlate with the levels in our school reading scheme. The school reading scheme is designed to support children in becoming confident readers by allowing them to develop their reading stamina, comprehension, word recognition and decoding skills at a developmentally appropriate pace. If you have any concerns about your child’s reading please book an appointment with their class teacher to discuss their reading level further.

<b>Exceeding statements: Children can...</b>	<b>How I can help at home...</b>
<b>Demonstrate a positive attitude to reading by frequently reading a wide range of highly challenging or sophisticated texts, both fiction and non-fiction.</b>	<i>Visit the local library and encourage your child to use the school library to borrow a wide range of books. Model reading for enjoyment at home and set aside a relaxing time for quiet reading.</i>
<b>Show confidence with different text types specified in the YR 5-6 programme of study.</b>	<i>Ensure your child reads a balance of poetry, fiction, non-fiction, text books, reference books, myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Read everything; recipes whilst cooking, newspapers, websites, comics, leaflets, magazines etc! Make comparisons within and across texts e.g. compare two works by one author.</i>
<b>Recommend books to their peers, giving detailed reasons for their choices; state and evaluate their reading preferences.</b>	<i>Talk about why they enjoyed a book with specific reference to the text e.g. specific parts of the plot they liked, why the way a character behaved was exciting or suspicious, why the language created certain moods or feelings. Talk about the style of the author and whether their other books follow a similar pattern. Make accurate and insightful comparisons within and across different texts e.g. look at how a characters behaviour changes throughout a book or how their opinion of other characters changes.</i>
<b>Accurately and independently identify and comment on the features, themes and conventions across a range of writing, including more obscure or underlying themes.</b>	<i>Talk about whether the book they are reading has an underlying theme such as ‘resilience’, ‘forgiveness’ or ‘loneliness’ and compare this to other books with the same theme. Talk about certain authors who like to write about the same theme and how they use words, phrases and techniques to do so.</i>
<b>Demonstrate that they have learned a wide range of poetry by heart.</b>	<i>Read poetry books together and practise reading it to a beat. Have fun with poems – try rapping them, singing them etc.</i>

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<p><b>Identify language, structural and presentational features in texts explain how they contribute to meaning.</b></p>	<p><i>Ask questions and discuss the language and layout in books. E.g. Talk about how the word ‘threatening’ means that the storm is close and could be dangerous; how short sentences are used to create tension, how idioms such as ‘over the moon’ create mood, why rhetorical questions may be used to draw the reader into a plot, that the use of bold font makes the important facts stand out. In non-fiction books talk about how useful diagrams are in explaining concepts to the reader. Compare the usefulness of information in books based on how well it is presented – e.g. Did the sub-titles make it easy to find information and understand? Why were the sub-titles questions?</i></p>
<p><b>Use contextual evidence to further explore the text; identify finer meanings of words; discuss and explore their understanding of challenging vocabulary.</b></p>	<p><i>Use the context of the sentence, paragraph and chapter to make a sensible guess about the meaning of a word. Does it look like another word? Does it have the same root word or word ending? Does the pre-fix (group of letters before a word e.g. <b>overtake</b>) tell you about the meaning or a word? Look up new vocabulary in dictionary books or online.</i></p>
<p><b>Identify, explain and evaluate the effect of figurative language e.g. impact of a phrase on the reader; suitability of a chosen simile; personification.</b></p>	<p><i>Similes and metaphors are ways of comparing an object, person, place or event to something else to create an image of something. Personification is where human like qualities are given to an object, place or event so that a reader can create an image of something based on what they know about the human quality. Talk about how the use of these similes and personification create imagery and a feeling of mood, suspense, excitement etc. for the reader. Talk about whether the descriptions created create an accurate image for the reader.</i></p>
<p><b>Ask probing questions to enhance understanding; pose hypotheses.</b></p>	<p><i>Model how to ask questions about the text and encourage your child to do the same; e.g. How does Harry Potter prove his loyalty to Dumbledore throughout the book? How does Snape lead Harry to believe he is working for Voldemort? Ask your child to make links between the behaviour of characters in one book to another – if they behaved this way in one book how are they likely to behave in this book.</i></p>
<p><b>Draw inferences including hidden meanings or play on words; explain and justify with textual evidence to support reasoning; make prediction which are securely rooted in the text.</b></p>	<p><i>This is about ‘reading between the lines’ e.g. explain how and why a character’s feelings change and make considered predictions. Encourage your child to use specific words and phrases from the text to support their answer and explain how they know this. Ask your child to consider whether there is a moral to the story based on what the characters have been through.</i></p>
<p><b>Distinguish between fact and opinion; discuss ambiguity between the two.</b></p>	<p><i>Talk about how reliable a non-fiction book or newspaper report seems. Look up the same facts online or in a different source. Talk about which ones will be more robust and discuss why. Look at who wrote the information – is it likely to be true? Why?</i></p>
<p><b>Retrieve, record and present information from non-fiction texts, independently and creatively.</b></p>	<p><i>Use non-fiction books to find out facts for homework projects. Encourage your children to ask questions about the world around them and find the answers in books <u>alongside</u> the internet. Make posters, PowerPoint presentations, videos and</i></p>

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	<i>models about what you have found out. Visit the local library and borrow information books.</i>
<b>Confidently summarise content drawn from more than one paragraph; independently refer to quotations which illustrate viewpoint. Explain their understanding of what they have read.</b>	<i>Ask your child to summarise a text using 3 words. Challenge them to retell a story in a minute to get them to focus on main characters, events and settings. Talk about what the most important thing that they learnt from an information text and ask them to explain it in their own words. Come up with a tag line for a book using a direct quote.</i>