

### If reading becomes a challenge at home

Reading with your child at home can easily become stressful and frustrating if you feel that your child is not learning to read as fast as you expect. We would like all of our children to enjoy reading rather than viewing it as an effort, hard work or something they don't enjoy. To help with this you might:

- offer alternative reading material, e.g. internet, magazines etc;
- read at different times of the day or week;
- share reading activities and interact with the text together;
- share the problem with your child's teacher; we are here to help!

### Attainment in reading

Below is a table to help you to understand the 'banding' system that we use at Lammack. We hope that over the school year, the children will progress through the colour bands shown for their year group. Some children may progress beyond these expectations whilst others may need additional support to reach the bands shown. Your child will be reading books that are appropriate to their ability and needs in order for them to make progress. Your child's book band is based on their teacher's continuous assessment and will be changed as and when appropriate.

<u>Year</u>	<u>Book Band</u>
Year 3	Lime, Copper, Topaz, Ruby
Year 4	Ruby, Emerald, Sapphire
Year 5	Emerald, Sapphire, Diamond, Pearl
Year 6	Diamond, Pearl, Free Readers

# Together we can help your child to develop their reading



*"The more you read, the more things that you'll know. The more you learn, the more places you'll go." Dr. Seuss.*



## Lammack Primary School

### Parents' Information Booklet

### Year 5 & 6

## WORKING TOGETHER

In Years 5 and 6, parents still play a vital role in helping their child learn to read. School and home working in partnership creates the perfect setting for encouraging a love of reading. We appreciate the commitment parents give in helping their children to become confident readers.

This stage is important for your child as a life-long reader. If they are interested now, it is likely that they will continue to enjoy reading and all the benefits that it brings. Through Years 5 and 6, children will still benefit from your help and interest. Confident readers have reached the stage where they no longer wish to read to an adult and want to read silently to themselves. To ensure that the child's reading continues to develop, we encourage you to discuss with your child what they are reading.

Children of this age like to collect facts and, whilst they are doing this, they are improving their reading. Joke books and poetry books may be appreciated - they can be dipped into occasionally. You might give your child a subscription to a magazine that reflects their interests. There are also junior supplements in some newspapers - 'First News' is a newspaper dedicated to children. The other side of reading is getting into and enjoying a good children's novel. Libraries, book shops and school can help you with selection, but at this stage it is mainly your child who will choose.

Try to help your child to discover the 'wide world of reading' and to enjoy texts of all kinds. Don't restrict your child's reading materials to only books. It is good for children to read a wide variety of texts. It is also important that children see adults around them reading for a variety of purposes. This gives the message that reading is important in our lives.

### **What can I do to help my child?**

It is crucial for readers to develop their understanding of the messages the authors give in books, to extend their reading and share their enjoyment of the text. On the next page are some ideas and questions that you can extend to suit individual needs.

### **About the text**

Describe in your own words...

From the information, can you write a set of instructions for...?

Can you give some examples to support your ideas?

### **About the organisation of the text**

How do headings help you when you scan the text? What do they tell you?

What else do you do to help you to scan the text efficiently?

How can you distinguish between formal and informal writing?

Give two features that are typical of this type of text (diary/report/letter etc).

### **About the writer's use of language**

Why has the author used this phrase/feature?

How has the author shown you how this character is feeling?

In this part of the text, why did the author use an exclamation mark/italics/capital letters/bold type etc?

What is the author's style? What features help you to identify this?

### **About the writer's viewpoint**

How do you think the writer wants you to feel about the character? What makes you think this?

Which article or letter would most make you change your mind?

Whose viewpoint is being presented here?

How does the text relate to other texts, cultures or historical traditions?

Which other stories deal with similar issues (e.g. social, moral, cultural)?

What would the author have needed to research before writing the text?

What are the features of this setting (e.g. language, environment, attitudes etc)?