Ideas to support Y6 with reading at home.

1) Join Wath Library.

**Opening Times:**
Monday - 9am to 5pm
Tuesday - 9am to 5pm
Wednesday - 9am to 5pm
Thursday - 9am to 7pm
Friday - 9am to 5pm
2) Download eBooks onto 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 pre-reading things to discuss.

4) Paired reading. Share a book from the current topic list or 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’, ‘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:
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.
Questions to support your reading discussions

Spotter

- Where does the story take place?
- When did the story take place?
- What did s/he/it look like?
- Who was s/he/it?
- Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find…?
- What do you think is happening here?
- What happened in the story?
- What might this mean?
- Through whose eyes is the story told? How do you know?
- Which part of the story best describes the setting? What words and/or phrases do this?
- What part of the story do you like best?
- What’s the main point in this paragraph?
- Can you sum up what happens in these three/four/five… paragraphs?
- You’ve got ‘x number of’ words; sum up these paragraphs.
- Sort the information in these paragraphs. Do any of them deal with the same information?
- Make a table/chart to show the information in these paragraphs.
- Which is the most important point in these paragraphs? How many times is it mentioned?
Chatterer

- What does this… word/phrase/sentence… tell you about… character/setting/mood etc?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like … to describe …. What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses …words/phrases…to describe … How does this make you feel?
- How has the writer made you and/or character feel …happy /sad/angry/ frustrated/lonely/bitter etc?
- What does the word 'x' tell you about 'y'?
- Find two or three ways that the writer tells you 'x'.
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- Has the writer been successful in their purpose or use of language?
- 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?
- The author makes an action/description 'like' something else. Why?
- The author states that 'x' is something it isn't. What is the effect of this? Why have they done this?
Clue Finder

- What makes you think that?
- Which words give you that impression?
- How do you feel about…?
- Can you explain why…?
- I wonder what the writer intended?
- I wonder why the writer decided to…?
- What do these words mean and why do you think the author chose them?
- 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?
- Do you know of another story which deals with the same issues; e.g. social; moral; cultural? Could this happen in this story?
- Which other author handles time in this way; e.g. flashbacks; dreams?
- Which stories have openings like this? Do you think this story will develop in the same way?
- Why did the author choose this setting? Will that influence how the story develops?
- How is character X like someone you know? Do you think they will react in the same way?
• Explain why a character did something.
• Explain a character's different/changing feelings throughout a story. How do you know?
• What are the clues that a character is ...liked/disliked/envied/feared/loved/hated etc…?
• What is similar/different about two characters?
• Why is 'x' (character/setting/event) important in the story?
• What is the story (theme) underneath the story? Does this story have a moral or a message?
• Why do you think the author chose to use a… question/bullet/subheading/table etc to present the information?
• How does the title/layout encourage you to read on/find information?
• Where does it tell you that…?
• Why has the writer written/organised the text in this way?
• In what ways do the illustrations support the instructions?
• How could these instructions/information/illustrations be improved?
• Who do you think this information is for?
• Describe different characters' reactions to the same event in a story.
• How is it similar to …?
• How is it different to …?
• Is it as good as …?
• Which is better and why?
• Compare and contrast different character/settings/themes in the text
• What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?
Challenge: 50 Books To Read By The End Of Year 6

The Many Worlds of Albie Bright
Christopher Edge

Cloud Bursting
Malorie Blackman

Time Travelling With A Hamster
Ross Welford

A Monster Calls
Patrick Ness

Cogheart
Peter Bunzl

Kensuke’s Kingdom
Michael Morpurgo

Alice In Wonderland
Lewis Carroll

Oliver Twist
Charles Dickens

Clockwork
Philip Pullman

The Secret Garden
Frances Hodgson Burnett
<table>
<thead>
<tr>
<th>Book Title</th>
<th>Author</th>
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<tbody>
<tr>
<td>Mold and the Poison Plot</td>
<td>Lorraine Gregory</td>
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<td>The Bubble Boy</td>
<td>Stewart Foster</td>
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<tr>
<td>The Boy Who Sailed The Ocean In An Armchair</td>
<td>Lara Williamson</td>
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<td>Miss Peregrine’s Home for Peculiar Children</td>
<td>Ransom Riggs</td>
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<td>Strange Star</td>
<td>Emma Carroll</td>
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<tr>
<td>A Long Walk to Water</td>
<td>Linda Sue Park</td>
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<td>A Library of Lemons</td>
<td>Jo Cotterill</td>
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<tr>
<td>Swimming to the Moon</td>
<td>Jane Elson</td>
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<td>The Last Wild</td>
<td>Piers Torday</td>
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<td>The Wonderful Wizard of Oz</td>
<td>Lyman Frank Baum</td>
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<tr>
<td>Ballet Shoes</td>
<td>Noel Streatfeild</td>
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<tr>
<td>Watership Down</td>
<td>Richard Adams</td>
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<tr>
<td>The Secret of Nightingale Wood</td>
<td>Lucy Strange</td>
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<tr>
<td>The Hunger Games</td>
<td>Suzanne Collins</td>
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<td>Diary of a Wimpy Kid: Double Down</td>
<td>Jeff Kinney</td>
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<td>Black Powder</td>
<td>R. J. Barraclough</td>
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<td>The Phantom Tollbooth</td>
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<td>Lucy May Nunn</td>
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<th>Trash</th>
<th>Private Peaceful</th>
<th>The Jungle Book</th>
<th>101 Poems for Children</th>
<th>The Eagle of the Ninth</th>
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<td>Andy Mulligan</td>
<td>Michael Morpurgo</td>
<td>Rudyard Kipling</td>
<td>Carol Ann Duffy</td>
<td>Rosemary Sutcliffe</td>
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**Margaret Fuller**

*Today a reader, tomorrow a leader.*

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**Dr. Seuss**

*The more that you read,
The more things you will know.*

*The more that you learn,
The more places you'll go.*