



Year 6 Parent Workshop: English and Reading

1st October 2025

What are Year 5/6 working towards?

- 2023 Format – Reading SATS Paper
- 1 hour
- 3 texts to read individually (2 fiction and 1 non-fiction, sometimes poetry).
- They read 1 text, then answer related questions, read the next, then answer the questions and so on.
- A mixture of assessment focuses are tested: word meaning, retrieval, summarising, inference, prediction, meaning as a whole, author's choice of words to enhance meaning, making comparisons
- <https://www.youtube.com/watch?v=2H2D1UI4pjE>

- I know how to work out the pronunciation of homophones using the context of the sentence.
- I can recognise complex sentences.
- I understand how the meaning of a sentence is shaped by punctuation, word order or connectives.
- I understand how commas, connectives and full stops are used to join and separate clauses and how these should be read.
- I can use my knowledge of the different uses of the apostrophe when reading.

- I can explain my own point of view and justify how I have interpreted a text.
- I can show that I have read beyond the text through my answers.
- I can refer to the text to support my predictions and opinions.
- I can respond to issues raised in stories and explore alternative courses of action.
- I am starting to make inferences and deductions based on detailed information in the text.
- I can talk about the themes in a story and recognise links with the themes in other stories.
- I can talk about how the author has described characters, settings and actions.
- I can compare the opening of one novel with the start of other novels.
- I can identify similarities and differences between different dictionaries and thesauruses and evaluate their usefulness.
- I understand how style and vocabulary are linked to the purpose of the text.
- I understand that the order of the events in the narrative and chronology track the passing of time in stories.

- I am beginning to accurately and fluently read demanding texts.

- I can use my knowledge of word roots, derivations and spelling patterns to read unknown words.
- I understand how complex sentences are constructed and punctuated and use this to help my understanding when reading.
- When I read longer texts I maintain my understanding by using my knowledge of pronouns within sentences and between paragraphs.
- I can cope with the different features of language used in poems and prose, for example from dialect, abbreviations, colloquialisms and special vocabulary.

- I refer to the text when explaining my viewpoint and reasons.
- I can evaluate a text and refer to relevant parts to support my opinions.
- I can critically respond to issues raised in stories and evaluate the author's solution.
- I can prepare for research by evaluating what is known and choosing a relevant source to use.
- I can evaluate texts by comparing how different sources treat the same information.
- I can explain the effect the choice of language has to create moods, build tension, etc.
- I automatically read differently for different purposes, for example skimming, scanning and reflective reading.
- I am confident using suitable vocabulary when discussing any fiction or non-fiction text.
- I am able to discuss the plot in more depth including complications and how they are resolved.
- I can use my knowledge of fiction and non-fiction genres to make and confirm predictions about the text structure and content.
- I understand how stories may vary, for example, in pace, sequence, complication and resolution.
- I can clearly identify the main features of different fiction genres.

- I can describe and review my own reading habits.
- I can read aloud with increasing confidence using a wider variety of texts.

- I can use my knowledge of word derivations and word formation, eg. prefixes, acronyms and letter omission, to read unknown words.
- I can apply my knowledge of grammar when reading complex sentences with appropriate phrasing and expression.
- I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.
- I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.

- I can select sentences, phrases and relevant information to justify my opinions.
- I can use detail to give persuasive answers to questions.
- I can critically comment on the overall impact of poetry or prose talking about the use of language, development of themes.
- I am confident using the skills of skimming and scanning so my research is fast and effective.
- I can identify and describe the key characteristics in a writers' or poets' style.
- I have a secure understanding of the language features and structures of all types of non-fiction text types.
- I can identify themes and key points in a text.
- I can recite a range of poems by heart, e.g. narrative verse, sonnet.
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

- I can describe my personal preferences for writers and types of text.

How we teach reading comprehension:

- Reading Comprehension lessons – once a week.
- Guided Reading – every day.
- Reading at home – every day.
- Enrichment Sessions – after school (till 4pm).

How you can help at home...

- Reading a minimum of half an hour every day at home (consistency is crucial) and recording a summary of what's read in the electronic diaries;
- hearing your child read;
- reading with/discussing texts with your child;
- creating dictionaries/thesauruses;
- being a model reader;

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

- **Find** and **copy** one word meaning...
- Look at the paragraph beginning...**Find** and **copy** one word meaning...
- In the sentence/paragraph which word most closely matches the meaning of the word... (can be multiple choice)
- **Find** and **copy** a word/group of words that suggest that...
- Circle the correct option to complete the/each sentence below...
- Look at the paragraph... what does the word...suggest about...
- **Find** and **copy** one word/group of words that tells you...
- What does the word...suggest about...
- Give the meaning of the word...in this sentence.
- What does...mean? (can be multiple choice)

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

- Write down one/two/three things that you are told about the...
- Which one of these drawings best represents...
- What did...have to do in order to...
- What was revealed at the end of the poem/story? (can be multiple choice)
- Using information from the text indicate whether the following statements are true or false...
- Circle the correct option to complete the/each sentence below...
- What helped...to get...?
- Look at the paragraph beginning...give one/two reasons why...
- Why were...not always...?
- How would you get from...to...?
- According to the text what could you do on...? Give two examples.
- Look at the paragraph/text box. Complete the table below...
- Tick true or false in the following table...
- What does the... do to frighten the...?
- How does the ... behave when...?

2c Summarise main ideas from more than one paragraph

- Below are some summaries of different paragraphs from the text, number them to show the order in which they appear in the text.
- What is the main message of the poem/story?
- Using information from the whole text, tick one box in each row to show whether each statement is true or false.

2d Make inference from the text, explain and justify inferences with evidence from the text

- How can you tell that...was keen to get to the ... ?
- Look at the paragraph beginning... to the paragraph ending...What impressions of the ... do you get from these paragraphs?
- Look at the paragraph beginning... why did ...find it difficult to ... ?
- Look at the paragraph beginning...how do you know that... wanted to keep...a secret?
- What evidence is there of ... being determined/stubborn/defiant in the way he/she/they behaved towards...
- Explain what this description suggests about...
- What evidence in the text is there that ...can be dangerous? Give two examples.
- Why did ... feel ...?
- In what ways might...character appeal to many readers? Explain fully referring to the text in your answer.
- According to the text, how did the...help to change the opinion of...
- How do you think ... felt when (or about) ...?
- What do you think...was thinking?
- What kind of person do you think...was? Use evidence from the text to support your answer.
- Explain how...felt about...
- How do these words make the reader feel about ... ?
- How does the first paragraph suggest that the characters are ... ?
- How can you tell that...is an expert on ... ?

2e Predict what might happen from details stated and implied

- Do you think that ... will change his/her/their behaviour in the future... Explain why using evidence from the text.
- Based on what you have read, what does the last paragraph suggest might happen next/to the...? Use evidence from this paragraph/the text to support your prediction
- What do you think...would say to... about? Use evidence from the text to support your answer.

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

- Draw lines to match each part of the story with the correct quotation from the text. Setting/past events/action/lesson/suspense/character etc.
- **Find** and **copy** a group of words where ... mood changes.
- What impact does ... change in mood/feeling have on the text as a whole?
- The characters have different opinions of each other throughout the text. **Find** and copy a group of words which explain ... opinion of

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

- Why did the author use/choose this word?
- Explain why the word...has been used
- Why does the writer compare....to....?
- Why did the author use this simile?
- What adjectives/similes/personification/noun phrases has the author used to describe...? What effect does this have on the reader?
- How does...help you to understand...?
- How do the words create a feeling of...?
- What do phrases like...tell us?
- What impression of the... does this word/phrase give us?

2h Make comparisons within the text

- The mood/relationships/opinions of the characters change throughout the text. How do they change?
- How does...feel about ... compared to the beginning of the text?



The Scholastic Fair this year –
2nd -8th Oct.

There will be another one in
March (around World Book
Day).