

### Retrieve, record and present information from non-fiction

- What specific information do you need to retrieve from this text?
- Where would you look for information on...?
- How could you use the contents/index/glossary to help?

### Participate in discussions about books that are read to them and those that they can read for themselves, building on their own and others' ideas and challenging view courteously

- Can you choose a section of the text that you particularly liked?
- Discuss their views of the book, what do they think?
- Did they choose a different part? Why? How do you know?

### Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

- Can you research this topic/theme independently? How might you structure your research?
- How could you present your findings to the group?
- What sort of presentation techniques would keep your audience engaged?

### Provide reasoned justifications for their views

- Does your personal experience impact on your view about (a subject)?
- Why might someone else's view differ from your own?



For further support or additional information, please contact reception and make an appointment with your child's class teacher or a member of the Senior Leadership Team



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# Reading Comprehension Year 6 Parent Information

Oyster Park Primary Academy



Reading is an important skill, which aids learning in all curriculum areas. At Oyster Park Primary we are dedicated to ensuring children develop a love of reading and become confident readers. We understand the importance of parent partnerships and this booklet provides information for parents and carers on strategies to support and develop reading comprehension at home.

If you have any queries regarding the content of this booklet or want support in knowing, how best to help your child please talk to your child's teacher.

*"The more that you read, the more things you will know. The more that you learn, the more places you will go!"*

Dr Seuss



**SAFE ● RESPECT ● LEARN**



KS2

### Reading Strands

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

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

**2c:** Summarise main ideas from more than one paragraph

**2d:** Make inferences from the text/ explain and justify inferences with evidence from the text



## Year 6 Question Prompts

### Understanding what they read by:

*checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context*

- Find an unfamiliar technical word. Consider how it is used in this sentence. What do you think it means?
- Does the structure of the book help you to understand the subject?
- Now that you have read (a section), do you understand why (a character) acted in the way they did?

### Maintain positive attitudes to reading and understanding what they have read by;

*learning a wider range of poetry by heart*

- Looking at the way the poem is organised, how does content?
- Can you find examples of simile/metaphor in Alliteration/personification in this poem?
- Which words or phrases particularly stick in your mind?

### Understanding what they read by:

*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence*

- What do you think is going to happen to the main character and how will they feel about this?
- What makes you think this?
- Who would you like to meet in the story? Can you give reasons for your choice?
- Why did (a character) behave in this way? Knowing what you know now, what do you think they were hoping to achieve?

### Understanding what they read by:

*Predicting what might happen from details stated and implied*

- Using the front cover, can you make a list of details about what you see? Who is on the cover? Where are they? What is in the background? How might these details give us clues about the content of the book?
- Based on what you know about (a character/event), how do you think the author will develop the story?
- Can you make a list of details to support your idea, using evidence from the text to say whether they are stated or implied?

### Understanding what they read by:

*summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.*

- Can you identify the main idea in each paragraph?
- What is the most important?
- Can you describe what happened in 3 sentences?

### Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

- How does the title engage the reader?
- Give examples of words chosen by the author to describe (a character? Are they effective?
- What impression does the author want the reader to have of this character? How do you know?
- Does the author have a viewpoint on...? How does s/he show this?

### Distinguish between statements of fact and opinion

- Is it true/false that...?
- How does the author feel about this subject/the theme of this story?
- Is the aim of the text to persuade or to inform? How do you know?
- Which words does the author use to signal that this is opinion, rather than fact?



KS2

### Reading Strands

**2e:** Predict what might happen from details stated and implied

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

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

**2h:** Make comparisons within the text

