



**Meole Brace**  
C of E Primary School and Nursery

*Let Your Light Shine!*



Community



Respect



Perseverance

# Reading

## Year 4, 5 and 6

### Parent and Carer Workshop

### September 2024

# How can you help?

- support your child at home
- reading time
- share what you're reading/excitement about books
- stories from your childhood
- read stories to your children



# Using Bug Club at home



## Using the Online Reading World

- If you have access to an internet connection, your child can enjoy reading Bug Club Phonics books online as well as in print. Each child has a unique homepage and can log into it by following these steps:
  1. Go to [www.activelearnprimary.co.uk](http://www.activelearnprimary.co.uk)
  2. Enter the login details
  3. Your child's homepage will appear
- Your child will see their eBooks in "My Stuff"
- We will allocate eBooks according to your child's reading level

ActiveLearn

My Home My Stuff My Library My Rewards Log Out Grow-up

Welcome Miss  
Click My Stuff to get started

Username: missale

Password: starfish

Code: 19a

www.activelearnprimary.co.uk

## Year 3 and 4 Common Exception Words



<b>Aa</b>	breath	consider	enough	group	island	natural	popular	<b>Rr</b>	surprise
accident	breathe	continue	exercise	guard	<b>Kk</b>	naughty	position	recent	<b>Tt</b>
accidentally	build	<b>Dd</b>	experience	guide	knowledge	notice	possess	regular	therefore
actual	busy	decide	extreme	<b>Hh</b>	<b>Ll</b>	<b>Oo</b>	possession	reign	though
actually	business	describe	<b>Ff</b>	heard	learn	occasion	possible	remember	thought
address	<b>Cc</b>	different	famous	heart	length	occasionally	potatoes	<b>Ss</b>	through
although	calendar	difficult	favourite	height	library	often	pressure	sentence	<b>Vv</b>
answer	caught	disappear	February	history	<b>Mm</b>	opposite	probably	separate	various
appear	centre	<b>Ee</b>	forward	<b>Ii</b>	material	ordinary	promise	special	<b>Ww</b>
arrive	century	early	forwards	imagine	medicine	<b>Pp</b>	purpose	straight	weight
<b>Bb</b>	certain	earth	fruit	increase	mention	particular	<b>Qq</b>	strange	woman
believe	circle	eight	<b>Gg</b>	important	minute	peculiar	quarter	strength	women
bicycle	complete	eighth	grammar	interest	<b>Nn</b>	perhaps	question	suppose	

## Year 5 and 6 Common Exception Words



<b>Aa</b>	accommodate	<b>Cc</b>	category	develop	<b>Gg</b>	government	<b>Mm</b>	privilege	sincere
accompany	cemetery	committee	communicate	dictionary	guarantee	marvellous	profession	sincerely	soldier
according	competition	community	communicate	disastrous		mischievous	programme	stomach	sufficient
achieve	conscience	conscious	community		<b>Ee</b>	muscle	pronunciation	suggest	symbol
aggressive	conscious	controversy	competition	embarrass				system	
amateur	convenience	convenient	conscience	environment	<b>Hh</b>	<b>Nn</b>	<b>Qq</b>		
ancient	correspond	criticise	conscious	equipment	harass	necessary	queue		
apparent	criticise	curiosity	controversy	equipped	hindrance	neighbour			
appreciate	curiosity		convenience	especially		nuisance	<b>Rr</b>		
attached			correspond	exaggerate	<b>Ii</b>		recognise	<b>Tt</b>	
available			criticise	excellent	identity	<b>Oo</b>	recommend	temperature	
average			curiosity	existence	immediate	occupy	relevant	thorough	
awkward				explanation	immediately	occur	restaurant	twelfth	
					individual	opportunity	rhyme		
<b>Bb</b>					interfere		rhythm	<b>Vv</b>	
bargain					interrupt	<b>Pp</b>		variety	
bruise	<b>Dd</b>					parliament	<b>Ss</b>	vegetable	
	definite	<b>Ff</b>			<b>Ll</b>	persuade	sacrifice	vehicle	
	desperate	familiar			language	physical	secretary		
	determined	foreign			leisure	prejudice	shoulder	<b>Yy</b>	
		forty			lightning		signature	yacht	
		frequently							

# Reading Leaflet

Professor Barbara Sahakian from the Department of Psychiatry at the University of Cambridge said:

*"Reading isn't just a pleasurable experience – it's widely accepted that it inspires thinking and creativity, increases empathy and reduces stress. But on top of this, we found significant evidence that it's linked to important developmental factors in children, improving their cognition, mental health, and brain structure, which are cornerstones for future learning and well-being."*



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Reading in Year 4, Year 5 and  
Year 6

## Reading Vipers

**V**ocabulary  
**I**nfer  
**P**redict  
**E**xplain  
**R**etrieve  
**S**equence or Summarise



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

By the time children reach Year 4, most will be competently decoding and cementing their love of reading. At this stage, Reading Vipers is introduced as a tool to help develop children's ability to share and explain their understanding of the text they're reading.

At this stage, parental engagement and support is just as important as in their early reading years. Reading Vipers is a great way of helping children and parents to remember what these vital skills are and in supporting them to develop these skills at home.

# Vocabulary

Children are taught to draw upon knowledge of word meanings in order to understand the text. This may also include finding and explaining the meaning of words in the context of what they have read. These conversations are a great way to discover which words children know and fill gaps in this knowledge, expanding their own repertoire of vocabulary. You could show them how to use a dictionary or the internet to find definitions. 'Vocabulary' questions might include finding alternative words or discussing which words are the most effective in an extract.



## Example questions

- What do the words ..... and ..... suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

# Inference

To infer is to find meaning that is not made explicit in the text. Children will use their understanding of a wide range of prior experiences to make sense of events in what they see and read. As children get more confident, they should start to increasingly back these inferences up with evidence from the text. They may paraphrase or even directly quote to justify what they think.

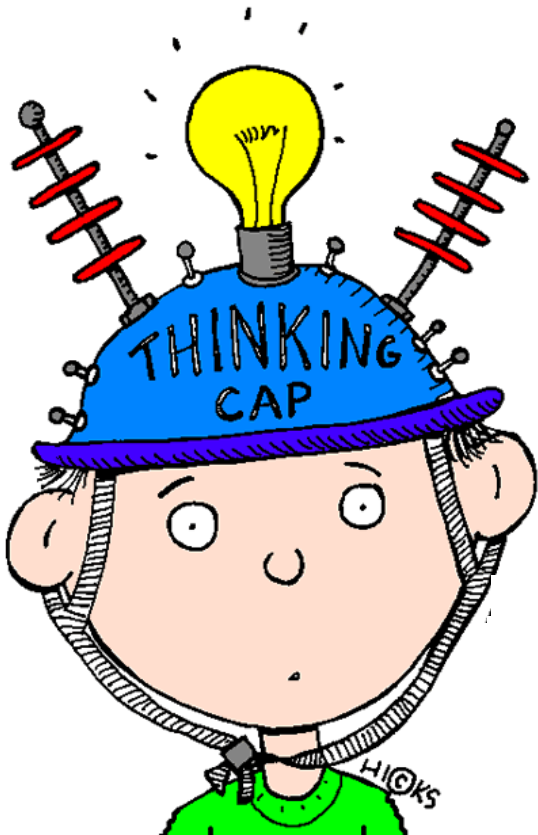


## Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of ..... show that they are .....
- How can you tell that.....
- What impression of ..... do you get from these paragraphs?
- What voice might these characters use?
- What was .... thinking when.....
- Who is telling the story?

# Predict

Children are encouraged to predict what they think might happen based on the events so far and details that are implied in the text. The emphasis here is not to necessarily be right - if all books were predictable, that could become very dull - but to engage with the plot and actively think about where the journey of the story might go.



## Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.



# Explain

Children are encouraged to explain their preferences, thoughts and opinions about a text. As they get more confident, children should also be able to explain themes and patterns across a text as well as why authors have made certain choices and the impact of these on the overall



- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of ..... effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does ..... have on the audience?
- How does the author engage the reader here?
- Which words and phrases did ..... effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?



# Retrieve

This skill concerns finding and recording information located in the text. It tends to cover some of the more straightforward and closed questions that don't require as much inference (often beginning with who, what, when and where). However, the challenge can lie in children having to skim back over large quantities of text. You can support your child by helping them to narrow down sections to search and scan for key words that will help them look for the information they need.

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did....?
- What happened to...?
- What does.... do?
- How ..... is .....?
- What can you learn from ..... from this section?
- Give one example of.....
- The story is told from whose perspective?



# Sequence/Summarise

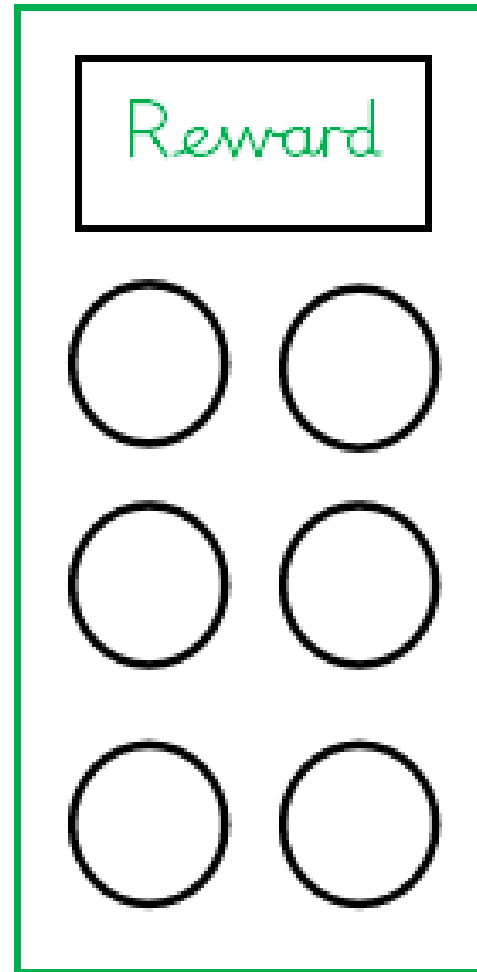
Children are taught to recap the events of a narrative and put them in order (sequence) or sum them up (summarise). This can be an effective way to remind children of the story so far in a longer text or to build familiarity with a shorter book or traditional tale. For younger children, the ability to retell a well-known story from their head is an important step in their development and will give them the foundation on which to build their own stories later on.

- Can you number these events 1-5 in the order that they happened?
- What happened after .....
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?



# Reading Rewards

To encourage reading for pleasure, each year group will have a reading reward chart in their reading diaries. Each week, if a child can demonstrate they've read at home, a section on their chart will be completed by an adult in school. When their charts are full, they can collect their reward.





# Thank you for coming!

Now let's get the children...

