

Reading at Home with your Year 5 Child



Curriculum Expectations:

By the beginning of Year 5, pupils should be able to accurately read aloud a wide range of poetry and books written at an age-appropriate interest level at a reasonable speaking pace. They should be able to read most words effortlessly and work out the pronunciation of unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, pupils in Year 5 should ask for help in determining both the meaning of the word and how to pronounce it correctly. Year 5 pupils should be able to read texts aloud with appropriate intonation to show their understanding. They should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently for pleasure and to retrieve information, outside of school as well as in school. They should be able to read silently with good understanding. They should be able to infer the meanings of unfamiliar words and then discuss what they have read. During Year 5, pupils should continue to expand their vocabulary through exposure to stories, plays, poetry, non-fiction and textbooks, both read by them and to them by others. They should be given the opportunity to listen to books and other writing that they have not come across before – hearing and learning new vocabulary and grammatical structures, and having a chance to talk about this. Their confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

What can you do to support your child at home?

- Give your child access to lots of books on many different topics and by a wide range of authors who write in different styles. You could borrow a range of books for free from your local library.
- Encourage your child to attempt to pronounce new words they see in the environment around them. Discuss tricky parts and model the correct way.
- Broaden the vocabulary you use when speaking to your child and be prepared to clarify the meaning of a wider range of words.
- Encourage your child to read silently to themselves but check their understanding of what they have read after doing so.
- Encourage your child to partake in drama and theatre activities or debates outside of school.
- Read difficult texts to your child and allow them the chance to listen and ask questions.

The National Curriculum also recommends:

- Teaching your child the technical terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.
- Reading whole books to your child so that they can meet texts and authors they might not choose to read themselves.
- Exposing your child to more than one account of the same event so that they can examine similarities and differences,
- Showing your child different types of writing, such as diaries and autobiographies which are written in the first person.
- Teaching your child how to use contents and index pages within reference books so that they can retrieve information.
- Allowing your child to read texts they are genuinely interested in, e.g. reading information leaflets before visiting a gallery or museum.

Questions to ask your child:

2a: give/explain the meaning of words in context.

Question starters to ask:

What does this word/phrase/sentence tell you about the character/mood/setting?

By writing this way what effect has been created?

How has the author made you feel?



2d: Make inferences from the text. Explain and justify these with evidence from the text.

Question starters to ask:

What do you think these words mean and why has the author chosen to use them?

Can you explain why?

Which words give you the impression that?



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

Question starters to ask:

Where and when does the story take place?

Where in the text would you find?

Which part of the story best describes?



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

Question starters to ask:

Can you think of another story with a familiar ending/opening/theme?

Why did the author choose this setting?



2c: Summarise the main ideas from more than one paragraph.

Question starters to ask:

What is the main point in this section of text?

Recap[what has happened so far in 20 words.

Which is the most important point in this paragraph?



2f: Explain and identify how information is related and contributes to the meaning of the whole text.

Question starters to ask:

What is similar/different about these 2 characters?

How could this part of the text be improved?

Explain how a character's feelings change throughout the story.

