



Reading at home with your Year 5 child

Children need to develop pleasure in reading, motivation to read, an increased vocabulary and an improved level of understanding. In Year 5, pupils 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 in their own words. Pupils should be able to infer the meanings of unfamiliar words and then discuss what they have read. Children 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.

Tips for developing reading skills at home



Make **predictions**. *What do you think will happen next? What makes you think that?* If your child's prediction is way off the mark, model your own and give your reasons.



Check children are reading words **accurately**. This might be key to the meaning of a sentence or paragraph, improving comprehension.



Broaden the vocabulary you use when speaking to your child and be prepared to clarify the **meaning** of a wider range of words, modelling them within sentences.



Read difficult texts to your child and allow them the chance to listen and ask questions.



Turn off the TV/ screen time so that you can listen to and talk to your child. Occasionally ask your child for the meanings of words.



Expose your child to choosing a **wide range** of authors who write in different styles. Also encourage them to read different text types e.g. newspapers, poems, comic books.











Play 'scanning' games. *Can you find the word that means...? How many... words can you see?*



Encourage your child to read silently to themselves but **check their understanding** of what they have read after doing so.

These are the reading toolkit symbols we use in school:

 <p>Use background knowledge</p>	 <p>Predict and ask questions</p>	 <p>Visualise</p>	 <p>Think like a detective</p>	 <p>Notice breakdown</p>	 <p>Key vocabulary</p>	 <p>Put together</p>	 <p>What did you think?</p>
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Year 5 children are expected to:	To support this, you could say:
<ul style="list-style-type: none"> • <i>apply their knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</i> 	<p>Can you find a word which begins with the prefix <i>dis</i>-? What does the prefix <i>anti</i>- mean? So what could this new word mean?</p>
<ul style="list-style-type: none"> • <i>maintain positive attitudes to reading and an understanding of what they have read</i> 	<p>Did you enjoy that book? Why? What kind of text would you like to read next? I'm really enjoying reading this at the moment... what are you enjoying?</p>
<ul style="list-style-type: none"> • <i>maintain positive attitudes to reading and an understanding of what they have read</i> 	<p>What did you think about...? Shall we go and watch a play about...? Have you ever read a... poem?</p>
<ul style="list-style-type: none"> • <i>read books which are structured in different ways and written for a range of purposes</i> 	<p>Can you see any subheadings in this text? Why are they used? This newspaper report's headline is interesting! Why do you think they've written that?</p>
<ul style="list-style-type: none"> • <i>increase their familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions</i> 	<p>What type of story is this? Let's go to the library and see if we can find a book from... What other cultures would you like to read about?</p>
<ul style="list-style-type: none"> • <i>recommend books that they have read to their peers, giving reasons for their choices</i> 	<p>Would you recommend it? Who do you think would like this book? What makes it so good/ why would you not recommend it/ If you don't like it, who do you think would?</p>
<ul style="list-style-type: none"> • <i>identify and discuss themes (such as loss or heroism) and conventions (such as the use of first person in diary entries) in and across a wide range of writing</i> 	<p>Can you see a theme running through this story? What is it? How often is it mentioned? How does this text differ to a story?</p>
<ul style="list-style-type: none"> • <i>make comparisons within and across books</i> 	<p>Is that what... said had happened too? How is... similar to...? What are the differences?</p>

<ul style="list-style-type: none"> • <i>learn a wider range of poetry by heart</i> 	Can you recite...? Is there a poem you would like to practise whilst I'm making dinner?
<ul style="list-style-type: none"> • <i>prepare and perform poems and plays out loud, showing an understanding through intonation, tone and volume so that meaning is clear to the audience</i> 	Would you like to try going to a local drama group? Think about your voice when you read that; how might the witch speak?
<ul style="list-style-type: none"> • <i>check that the book makes sense to them; discussing their understanding and exploring the meaning of new words in context</i> 	Tell me about what you've just read. Were there any words you didn't quite understand? The word... means...; In a sentence it's...
<ul style="list-style-type: none"> • <i>ask questions to improve their understanding</i> 	Is there anything you don't understand that you want to ask me about?
<ul style="list-style-type: none"> • <i>draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</i> 	How do you think... is feeling? What makes you say that? Show me in the text. Why do you think.... acted in that way?
<ul style="list-style-type: none"> • <i>predict what might happen from details stated and implied</i> 	What might....? What makes you think that? Show me in the text.
<ul style="list-style-type: none"> • <i>summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</i> 	What theme can we see across these paragraphs? Is anything mentioned more than once?
<ul style="list-style-type: none"> • <i>identify how language, structure and presentation contribute to meaning</i> 	Why is this text set out this way? How does that help you as a reader?
<ul style="list-style-type: none"> • <i>discuss and evaluate how authors use language, including figurative language, and consider the impact on the reader</i> 	Can you find an example of figurative language on this page? Why might the author write in this way?
<ul style="list-style-type: none"> • <i>distinguish between statements of fact and opinion</i> 	Do you think... is a statement of fact or an opinion? How do you know?
<ul style="list-style-type: none"> • <i>retrieve, record and present information from non-fiction texts</i> 	Find the part of the text about... What does... mean?

<ul style="list-style-type: none"> • <i>participate in discussions about books that are read to them and those they can read themselves, building on their own and others' ideas and challenging views courteously</i> 	<p>I think that.... do you agree? Why do you agree / why not? Tell me your opinion about... I don't agree. I think that... In my opinion...</p>
<ul style="list-style-type: none"> • <i>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</i> 	<p>Over the holidays, I would like you to plan a presentation for me on... Can you explain to me why... is the best snack? I think... is. Let's debate it. Can you think of three reasons why...?</p>
<ul style="list-style-type: none"> • <i>provide reasoned justification for their views</i> 	<p>Why do you think that? What evidence supports that idea?</p>