Reading with Your Year 5 Child

Parent Advice Booklet

twinkl
visit twinkl.com

National Curriculum Expectations

Year 5

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 This Means for Parents

- Give your child access to lots of books on many different topics and by a wide range of authors who write in different styles, e.g. Roald Dahl, Michael Morpurgo to Julia Donaldson.
- Encourage your child to ask for help with the pronunciation of new words if their reasonable attempt does not sound correct.
- 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.
- 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.

Year 5 children are expected to:	To support this, you could say:
apply their knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet	Can you find a word which begins with the prefix dis-? What does the prefix anti- mean? So what could this new word mean?
maintain positive attitudes to reading and an understanding of what they have read	Did you enjoy that book? Why? What kind of text would you like to read next?
continue to read and discuss a wide range of fiction, poetry, plays, non-fiction, reference books and textbooks	What did you think about...? Shall we go and watch a play about...? Have you ever read a... poem?
read books which are structured in different ways and written for a range of purposes	Can you see any subheadings in this text? Why are they used? What organisational feature is this?
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	What type of story is this? Have you ever read a...? Let's go to the library and see if we can find a book from... What other cultures would you like to read about?
recommend books that they have read to their peers, giving reasons for their choices	Would you recommend it? Who do you think would like this book? What makes it so good?
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	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?
make comparisons within and across books	Is that what... said had happened too? How is... similar to...? Do they differ?
learn a wider range of poetry by heart	Can you recite...?
prepare and perform poems and plays outloud, showing an understanding through intonation, tone and volume so that meaning is clear to the audience	Would you like to try going to a local drama group? Think about your voice when you read that; how might the witch speak?
check that the book makes sense to them; discussing their understanding and exploring the meaning of new words in context	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...

ask questions to improve their understanding	Is there anything you don't understand that you want to ask me about?
draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	How do you think... is feeling? What makes you say that? Show me in the text. Why do you think.... acted in that way?
predict what might happen from details stated and implied	What might....? What makes you think that? Show me in the text.
summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas	What theme can we see across these paragraphs? Is anything mentioned more than once?
identify how language, structure and presentation contribute to meaning	Why is this text set out this way? How does that help you as a reader?
discuss and evaluate how authors use language, including figurative language, and consider the impact on the reader	Can you find an example of figurative language on this page? Why might the author write in this way?
distinguish between statements of fact and opinion	Do you think... is a statement of fact or an opinion? How do you know?
retrieve, record and present information from non-fiction texts	Find the part of the text about... What does... mean?
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 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...
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	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...?
provide reasoned justification for their views	Why do you think that? What evidence supports that idea?

visit twinkl.com

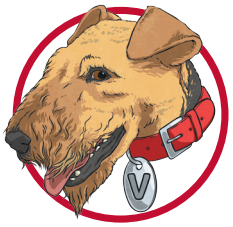
The National Curriculum also recommends:

- 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, or reading a theatre

Content Domain Coverage

In the KS2 English Reading Tests, your child's understanding of reading is tested through different strands, known as 'content domains'. Twinkl's Reading Dogs directly relate to these domains, as follows:

Vocabulary Victor



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

By writing this way what effect has the author created/did the author intend to create?

How has the author made you/the character feel happy/sad/angry/frustrated?

Content Domain 2a: Give/explain the meaning of words in context.

Rex Retriever

Through whose eyes is this story told?

Which part of the story best describes...? Find it.

What evidence from the text do you have to justify your opinion?

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

Summarising Sheba

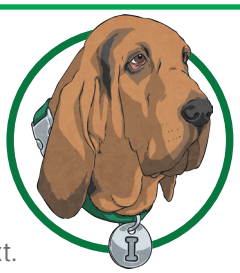
What is the main point in this section of the text?

Recap what has happened so far in 20 words or less.

Which is the most important point in this paragraph? Is it mentioned anywhere else?

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

Inference Iggy



What do these words mean and why might the author have chosen them?

Can you explain why...?

Which words give you the impression that...?

Content Domain 2d: Make inferences from the text / explain and justify these with evidence from the text.

Predicting Pip

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

Why did the author choose this setting? Will it influence how the story develops?

How is this character like someone you know in real life? Would they act in the same way?

Content Domain 2e: Predict what might happen from details stated and implied.

Cassie the Commentator

Explain how a character's feelings change throughout the story. How do you know?

What are the clues that this character is liked/disliked/envied/feared/loved/hated?

How could this part of the text be improved?

Content Domains 2f/h: Identify/explain how information/narrative content is related and contributes to meaning as a whole. Make comparisons within the text.

Arlo the Author

What does the word... tell you about...? Does the author use another word to do the same?

By writing in this way, what effect has the author created?

Has the author been successful in their purpose/use of language? What makes you think that?

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

visit twinkl.com