

Reading with your Year 5 child



Parent Information

This booklet is designed to help you support your child with their reading journey in Year 5

Introduction

First and foremost, we want to promote the love of reading. There is strong evidence linking reading for pleasure and educational outcomes. We all know that academic attainment is important, but the benefits of reading for pleasure go beyond this and stretch throughout a person's life. Research has found that reading for pleasure can result in increased empathy, improved relationships with others, reductions in the symptoms of stress and depression, and improved well-being. In addition to the health benefits, reading for pleasure has social benefits and can improve our sense of connectedness to the wider community. Reading increases our understanding of our own identity, helps us understand and share our feelings, and gives us an insight into the world view of others.

So how do you get your child to switch off the TV or put down the games console remote and pick up a book instead?

This information leaflet provides you with advice on what reading is; benefits of reading for children; national curriculum expectations and how parents can support reading for pleasure at home.

What is Reading?

Reading is the ability to make meaning from print. The process of reading includes:

- **Word recognition:** Ability to identify the written symbols/text in print.
- **Comprehension:** To understand the printed words and grasp the knowledge of the information.
- **Fluency:** Synchronising word recognition and comprehension to make reading accurate and automatic.

Benefits of Reading for Children

1. Improves the functioning of the brain - Reading is the workout to keep your brain healthy.
2. Improves vocabulary - Reading books enriches word power, with knowledge of different ways of expression.
3. Improves theory of mind - Reading books helps to boost empathy in individuals toward others.
4. Improves knowledge - Reading books helps to increase knowledge about different subjects.
5. Sharpens memory - Reading activates the hippocampus area of the brain which is responsible for memory and for the learning abilities of an individual.

National 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 This Means for Parents

Open University research suggests there are three important ways to support readers and a love of reading.



Read Aloud

Reading aloud to your children shows them reading is a pleasure, not a chore. Older children can read to younger ones too.



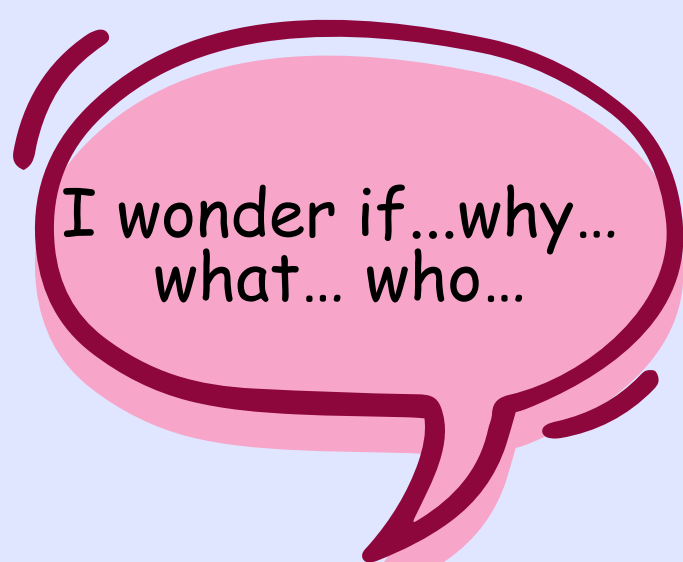
Family Reading Time

Making time to read alongside one another helps develop children's reading stamina and interest. Let them choose what to read and relax together.



Book Chat

Book Chats encourage readers. Invite them to make connections and share their views. Join in with your thoughts too!



I wonder if...why...
what... who...

How to talk about books

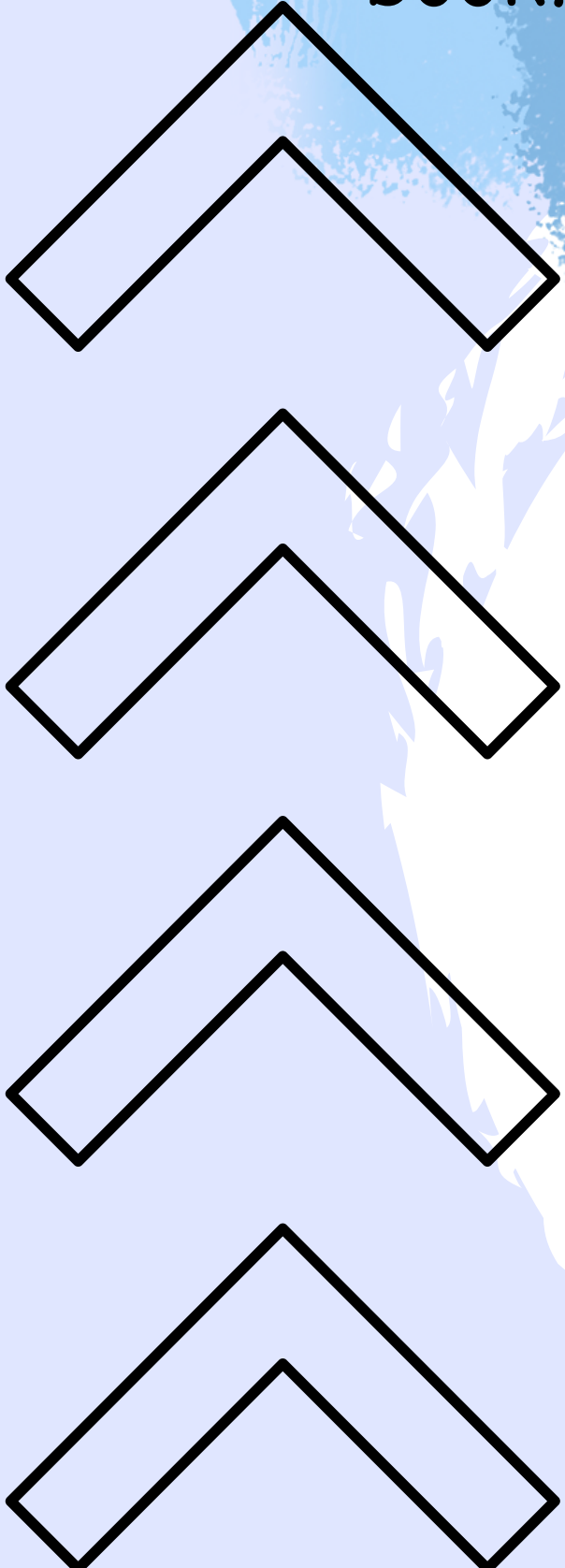
- I think that...
- I predict that...
- I've noticed...
- I'm wondering...
- I liked/didn't like...
- That reminds me of ...
- Maybe...
- The author might mean ...
- I'm picturing ...
- I was surprised by ...
- I hope that ...
- Following on from _____'s idea ...
- I believe that...

Sometimes when we read we come across words we find difficult to read. Use the following things to help you with your reading.

1. Use a picture on the page to help you.
2. Sound out/blend words you do not know.
3. Look for smaller words inside words.
4. Break words down into syllables.
5. Look for the prefix or suffix in the word.

Try to expose your child to more than one account of the same event so they can look at similarities and differences e.g. newspaper reports.

Fact or fiction? Is the book a story book or a non-fiction book? How do you know?



Read difficult texts or texts by authors your child may not choose to your child and allow them the chance to listen and ask questions. Reading to your child also helps them to understand how to use expression to bring stories to life, develop their own voice as readers and is also a great way of improving their vocabulary and their understanding of language.

Read every day for at least 20 minutes

Read books on different topics

Encourage your child to read with expression

Encourage them to keep going

Try to broaden the vocabulary you use when speaking with your child and be ready to clarify the meaning of a wider range of words and modelling them in sentences.



Encourage your child to read silently to themselves as well as reading aloud.

Allow your child to read texts that they are genuinely interested in e.g. information leaflets from a visit, film reviews or news articles.

The table below provides suggestions on things you could say to support your child's understanding while they are reading:

Yr 5 children are expected to:

To support this, you could say/ask:

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 and reference books

What did you think about...? Have you ever read a ... poem?

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 ...? What other cultures would you like to read about?

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?

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 the 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 from 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 out loud, showing an understanding through intonation, tone and volume so that meaning is clear to the audience

Think about your voice when you read that; how might the boy speak?

Yr 5 children are expected to:

To support this, you could say/ask:

Check that the book makes sense to them; discussing their understanding and exploring the meaning of new words in a context

Tell me about what you have 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?

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 the details stated and implied

If they... what might they do next? Who could it be? What makes you think that?

Summarise the main ideas drawn from more than one paragraph, identify key details that support the main idea

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 this 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 (similes/metaphors/personification) on this page? Why might the author write in this way?

Participate in discussions about both books that are read to them and those they can read themselves, taking turns and listening to what others say

Would you like me to read this page?
What did you think of...?
I thought that...

Distinguish between statements of fact and opinion

Do you think... is a 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, building on their own and others' ideas and challenging views courteously

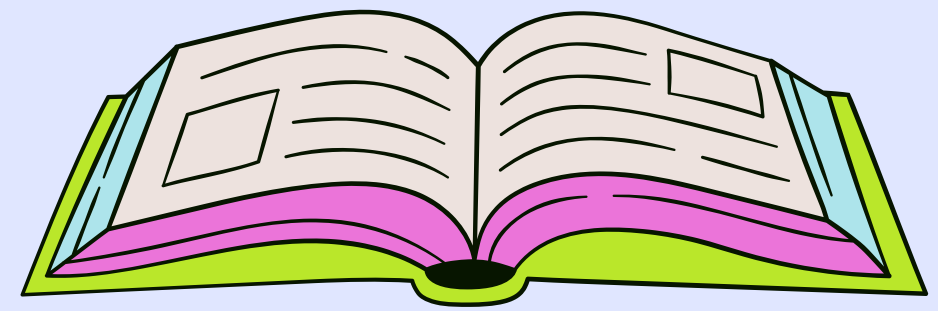
I think that... do you agree? Why do you agree/disagree? Tell me your opinion on... I don't agree, I think that... In my opinion...

TOP

TIPS



HELPING YOUR CHILD READ



Ask Questions

Ask questions about the story as you read it e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

Use pictures

Talk about what can be inferred from the pictures before you read the text. What can you see? What are the characters' expressions showing?



Make Predictions

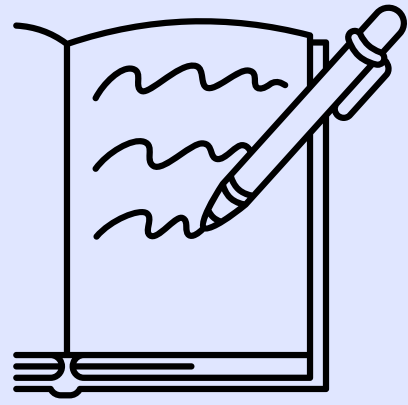
Make predictions and be able to justify them. What do you think will happen next? What makes you think that? If their prediction is way off the mark, model your own and give your reasons.

Setting Descriptions

Discuss the setting of the story. Have you read another book with the same setting? What about in a similar time period? Is it set in the past, present or future? How do you know?



What to record in the Reading Record



Your child should write the name of the book and how many pages they have read. They should be aiming to read for at least 20 minutes a day. This doesn't include any books you are reading to them.

	Name of book and page number	Comments	Parent Carer initials
Monday	Stories of World War I p 1 - 16	This is a very emotional book. I can feel the impact immediately from the text.	HC
Tuesday	Stories of World War I p 17 - 30	I have learned many new words from this section such as: bedraggled, intercept, and reconnaissance.	HC
Wednesday	Stories of World War I p 30 - 42	This story had a little girl whose parents both died in the war and she has been deserted. It is very sad.	HC

Here, your child needs to write a few sentences describing their book and what they have read. They can tell us about their favourite part and why? Something about a key character, setting or an event within the story. They could write 3 facts that they have discovered from the text (Non-Fiction books)

The most important thing is to make reading fun