Reading with your Y5 child



Parent Information Booklet

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; how parents can support **reading for pleasure** at home and information on KS2 Reading Content Domains used for assessing reading.

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 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 help in boosting empathy in individuals toward others.
4. Improves knowledge - Reading books help increasing knowledge about different subjects.
5. Sharpens memory - Reading activates hippocampus area of the brain which is responsible for memory and learning abilities of an individual.

Research shows that young people who enjoy reading very much are three times more likely to read above the level expected for their age than young people who do not enjoy reading at all.

Source: National Literacy Trust

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

* Read every day for at least 20 minutes.
* Try to give your child access to plenty of texts on many different topics and encourage them to read a wide range of authors who write in different styles.
* Encourage discussion with your child when pronouncing new words if their reasonable attempt doesn't sound right (KS2 Knowledge Organiser has strategies to help with Word Reading).
* 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. https://www.yourdictionary.com/ is an excellent website for definitions, synonyms and seeing words in a sentence.
* Encourage your child to read silently to themselves as well as reading aloud. Reading aloud allows the child to practice fluency, expression and intonation.
* Check their understanding of what they have read. Ask them some of the questions from the grid below.
* Read difficult texts or texts by authors they might not choose themselves 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 and develop their own voice as readers. Use audio books available from the library or Amazon Audible.
* Teach your child to use contents and index pages within reference books and non-fiction so that they can retrieve information, and frequently ask them to do so.

* Allow your child to read texts they are genuinely interested in e.g. information leaflets before visiting a museum.
* 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.

Y5 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, reference books and textbooks	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 …? Let's go to the library and see if we can find a book from… What other cultures would you like to read about?

Y5 children are expected to:	**To support this, you could say/ask:**
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?
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...

Y5 children are expected to:	**To support this, you could say/ask:**
ask questions to improve their understanding	Is there anything you don't understand that you want to ask 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 iin 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 one paragraph, identifying 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?
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?

Y5 children are expected to:	**To support this, you could say/ask:**
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/disagree? Tell me your opinion on… 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 it 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 support that idea?

Key Stage 2 Content Domains

In the KS2 Reading Test, your child's understanding of reading is tested through different strands, known as content domains.

Reading **content domain** is based on the National Curriculum and is used to make sure the children understand the information they have been taught.

2a - give/explain the meaning of words in context (vocabulary)

2b - retrieve and record information/identify key details from fiction and non-fiction (retrieval)

2c - summarise main ideas from more than one paragraph (summarisisng)

2d - make inferences from the text/explain and justify inferences with evidence from the text (inference)

2e - predict what might happen from details stated and implied (predicting)

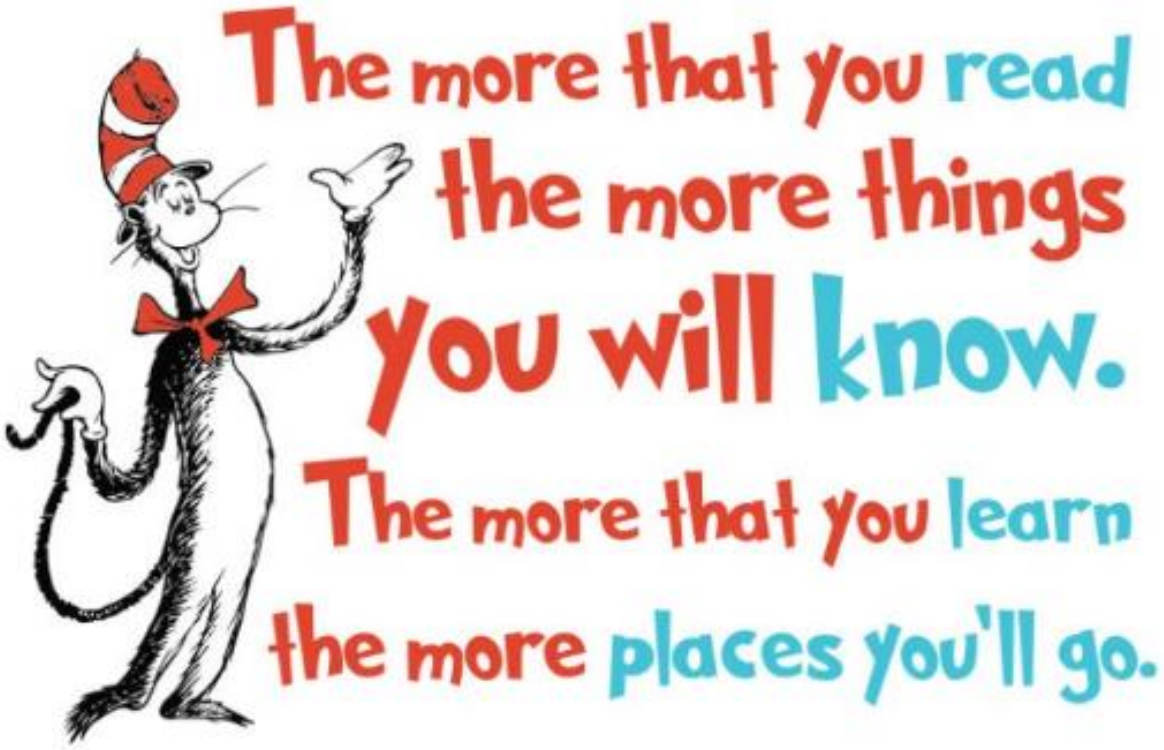
2f - identify/explain how information/narrative content is related and contributes to meaning as a whole (commentating)

2g - identify/explain how meaning is enhanced through choice of words and phrases (authors' use of language)

2h - make comparisons within the text

Useful Websites

Oxford Owl
https://home.oxfordowl.co.uk/reading/reading-age-9-10-year-5/
The School Run
https://www.theschoolrun.com/make-time-reading
Book Trust
https://www.booktrust.org.uk/books-and-reading/tips-and-advice/reading-tips/
Pearson
https://www.pearson.com/uk/learners/primary-parents/learn-at-home/help-your-child-to-enjoy-reading/top-10-tips-to-help-children-enjoy-reading.html
Reading Rockets
https://www.readingrockets.org/atoz
Love Reading 4 Kids
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