A Guide for Parents:
Year 5 Reading

"Reading makes all other learning possible. We have to get books into our children's hands early and often."

– Barack Obama

Encouraging reading (ages 9-11)

At this stage, your child may be reading independently at home and school for lots of different reasons. Some children may still be reluctant to read adventurously and can get stuck on one author, series, or type of book.

There's probably quite a bit of homework to do. It is likely to require reading and research.

If you are concerned about your child's reading progress, then pop into school to talk to their teacher. If you are worried about your child's interest in reading, then lots of people can help, like teachers, librarians and booksellers.

Things to try with your child

Sharing reading

1. It's still good to share

It might get more difficult to make time for the 'bedtime reading experience' now, but it's still useful and enjoyable. Reading to your child, listening to your child read, leaving them to read alone, and listening to audio books are all valuable. Try to chat about reading and swap ideas about good reads in an informal way.

2. Keep opening up the world of reading

Share the variety of your reading with your child: books, magazines, websites, and apps. Show how reading can help you follow your interests and get involved. Help them to join blogs, online communities, and clubs that link to their hobbies whether it's swimming, football, dance, music, or something completely different

CHILDREN ARE MADE READERS ON THE LAPS OF THEIR PARENTS.
– EMILIE BUCHWALD

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Developing fluency and understanding

1. Read between the lines

Talking about stories, poems, and information books can help your child understand books in different ways. It's not just about what's happened or who did what. Talk about what a book means to your child and whether they think there are any less obvious meanings that the author wants us to spot.

2. Research for homework

If your child is asked to research a topic, talk to them about how they will tackle the task. Remind them to look in books and use the library as well as the internet. Talk to them about how you decide what to use and what to reject – as well as how you know which sources to trust.

Building independence

1. Valuing choice but nudging forward

It is really important to value your child's choices, even when they wouldn't be your first choice. Children enjoy reading series of books, such as *Beast Quest*, or *Rainbow Fairies*, or books by one author. These really help with their reading pace and stamina. However, over time it's a good idea to try to gently move them on to keep their reading experience fresh and broad.

Use booklists, websites, and/or experts such as librarians, teachers and booksellers.

2. Reading clubs and groups

Show your child that there are opportunities to share reading ideas and recommendations – and the excitement of reading – through a variety of clubs, groups, festivals, and so on. Many of these are online, such as Chatterbooks, but you can also visit your library and bookshop for information.

'All the reading she had done had given her a view of life that they had never seen.'
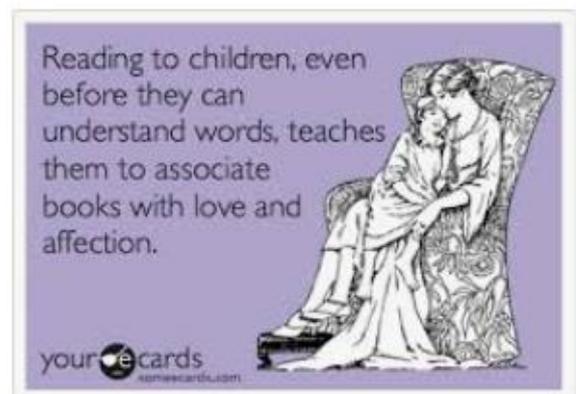
Roald Dahl
Matilda

The KS2 Reading Content

The content sets out the National Curriculum for English at key stage 2
that is assessed in the English reading test.

Content	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text
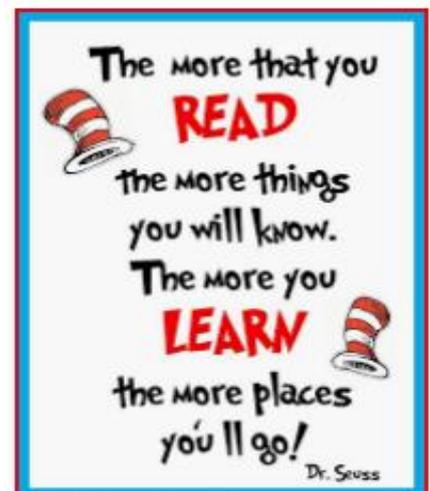
2a: Give/explain the meaning of words in context

- The writer uses words like … to describe …. What does this suggest about… (character/setting)?

- What other words/phrases could the author have used?

- Which word most closely matches the meaning of the word x?

- The writer uses …words/phrases…to describe … How does this make you feel?

- Which of these words…… is a synonym for (choose a word from the text)?

- Find and copy one word meaning…

- Give the meaning of the word… in this sentence.

- Circle the correct option to complete this sentence (provide synonyms/phrases with similar meanings to replace at the end of the sentence).

- What does this phrase mean? (Idiomatic or figurative language).

- Give the meaning of the word… in this sentence.

- Circle the correct option to complete this sentence (provide synonyms/phrases with similar meanings to replace at the end of the sentence).

- What does this phrase mean? (Idiomatic or figurative language).

Reading to children, even before they can understand words, teaches them to associate books with love and affection.

your ecards

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

- Where/when does the story take place?

- What did s/he/it look like?

- Where did s/he/it live?

- Who are the characters in the book?

- Where in the book would you find…?

- What is happening at this point in the text?

- What happened in the story?

- Through whose eyes is the story told?

- Which part of the story best describes the setting?

- What part of the story do you like best? Find evidence to support your opinion.

- What evidence do you have to justify your opinion?

- Write down 3 things you are told about … (character/setting/subject of the text).

- What was revealed at … (beginning, middle, end, paragraph).

- Which of these statements is true/false?

Before they read words, children are reading pictures.

David Wiesner

2c: Summarise main ideas from more than one paragraph

- What's the main point in this paragraph?
- Can you sum up what happens in these three/four/five… paragraphs?
- You've got 'x' words; sum up these paragraphs.
- Sort the information in these paragraphs. Do any of them deal with the same information?
- Make a table/chart to show the information in these paragraphs.
- Which is the most important point in these paragraphs? How many times is it mentioned?
- Write sub-headings for each paragraph.

2d: Make inferences from the text/explain and justify inferences with evidence from the text

- What makes you think that?
- Which words give you that impression?
- How can you tell that…?
- Can you explain why…?
- Explain what x (phrase with challenging vocabulary) suggests about x.
- What does this… word/phrase/sentence… imply about… (character/setting/mood)?

If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales.

Albert Einstein

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

- Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?

- Do you know of another story which deals with the same issues; e.g. social; moral; cultural? Could this happen in this story?

- Which other author handles time in this way; e.g. flashbacks; dreams?

- Which stories have openings like this? Do you think this story will develop in the same way?

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

- How is character X like someone you know? Do you think they will react in the same way?

- Do you think x will happen? Tick one (from yes/no/maybe). Explain your answer with evidence from the text.

2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole

- Explain why a character did something.

- Explain a character's different/changing feelings throughout a story. How do you know?

- What are the clues that a character is liked/disliked/envied/feared/loved/ hated etc…?

- What is similar/different about two characters?

- Why is 'x' (character/setting/event) important in the story?

- What is the story (theme) underneath the story? Does this story have a moral or a message?

- Why do you think the author chose to use a… question/bullet/subheading/table etc to present the information?

- How does the title/layout encourage you to read on/find information?

- Where does it tell you that… (could be information contained in headings/glossaries/labels etc.)?

- Why has the writer written/organised the text in this way?

- In what ways do the illustrations support the instructions?

- How could these instructions/information/illustrations be improved?

- Draw lines to match each part of the text to the correct quotation.

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

- What does the word 'x' tell you about 'y'?

- Find two or three ways that the writer tells you 'x'.

- What does this… word/phrase/sentence…

  tell you about… character/setting/mood etc?

- Highlight a key phrase or line. By writing a line in this way what

  effect has the author created?

- In the story, 'x' is mentioned a lot. Why?

- The writer uses words like … to describe …. What does this tell

  you about a character or setting?

- What other words/phrases could the author have used?

- The writer uses …words/phrases to describe … How does this make you

  feel?

- What do you think the writer meant by… 'x'?

- Which words do you think are most important? Why?

- Which words do you like the best? Why?

- The author makes an action/description 'like' something else. Why?

- The author states that 'x' <u>is</u> something it isn't. What is the effect

  of this? Why have they done this?

- Highlight a key phrase or line. By writing a line in this way what

  effect has the author created?

- How has the writer made you and/or character feel?

- What do these words mean and why do you think the author chose

  them?

- What impression do these words give you about…?

2h: Make comparisons within the text

- Describe different characters' reactions to the same event in a story.

- How is it similar to …?

- How is it different to …?

- Is it as good as …?

- Which is better and why?

- Compare and contrast different character/settings/themes in the text.

- What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?