



Reading with Your Year 5 Child

Parent Advice Booklet

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 Cressida Cowell.

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 himself/herself. Then 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.

Crossways recommends:

Reading whole books to your child so that they can meet texts and authors they might not choose to read themselves.

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 programme.

Teaching your child the technical terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.

Exposing your child to more than one account of the same event so that they can examine similarities and differences.



Year 5 expectations with supporting 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 out loud, 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...

Year 5 children are expected to:	To support this, you could say:
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?

Reading Scheme Books at Crossways

Parent Information Guide

Reading underpins the whole curriculum throughout the Early Years and the Primary Phase, therefore reading fluently with good comprehension is essential as all curriculum subjects rely on this.

Children learn to read by using their knowledge of challenge words, sight vocabulary and phonics. Children need to know all taught phonemes to access words in particular book bands. After these skills are learnt, children begin to pick up fluency, new vocabulary and apply comprehension to increase their reading ability. Fluency is the ability to read aloud with natural rhythm and expression, recognising or decoding words accurately whilst constructing meaning.

Book banding allows children to select texts from a gradient of challenge. At Crossways through the use of the PM benchmarking assessment, teachers have thoroughly assessed your child's reading accuracy which is matched to their retelling and comprehension skills.

The questions are progressive and go from literal comprehension, inferential comprehension, applied knowledge questioning and vocabulary questions.

LILAC
PINK
RED
YELLOW
BLUE
GREEN
ORANGE
TURQUOISE
PURPLE
GOLD
WHITE
LIME
BROWN
GREY
DARK BLUE
RUBY / DARK RED
BLACK
BLACK with WHITE plus