



October  
2020

# Reading in Year 5

How to support your child  
at home.

# This Workshop Aims to :

- Reiterate and emphasise the importance of reading
- Give you an overview of the expectations for reading in Year 5.
- Explain how we at Marsh Hill teach reading in Year 5.
- Provide you with ideas and strategies to encourage and support your child's reading.



**"Today a reader, tomorrow a leader." – Margaret Fuller**



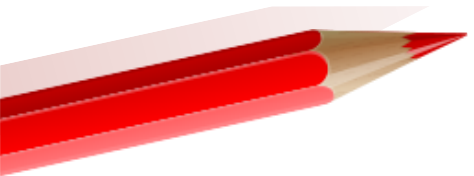
# The Importance of Reading and Expectations by the End of Year 5



# The Importance of Reading



We all know that reading is important to education and that it provides a gateway to success in all subjects. However research shows that **reading regularly** is essential to our wider lives, having a positive impact on our lives both academically and mentally.



**"So it is with children who learn to read fluently and well: They begin to take flight into whole new worlds as effortlessly as young birds take to the sky." - William James**

Children and young people who enjoy reading are five times more likely to read above the level expected for their age

Reduces the levels of stress and anxiety and  
Therefore has a positive impact on mental health.

Those who read for pleasure have higher levels of self-esteem



Develops confidence and social skills.

Children and young people who read daily are four times more likely to read above the level expected for their age



## The Impact of Reading

Reading for pleasure enhances empathy, understanding of the self, and the ability to understand one's own and others' identities.

Greater ability to cope with difficult situations.  
Reading provides a healthy escape.

Development of vocabulary and language.

Better career:  
significantly more likely to be in a managerial or professional career.

Reading for pleasure was also associated with better sleeping patterns

Promotes happiness

The list of benefits is endless...

# What the National Curriculum says...

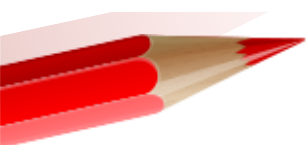


- All pupils must be encouraged to **read widely** across fiction (stories), poetry and non-fiction to develop their knowledge of themselves and the world they live in
- Children need to establish an **appreciation and love of reading**.
- Reading **widely increases pupils' vocabulary** because they encounter words they would rarely hear or use in everyday speech.
- Attention should be paid to new vocabulary –both a word's meaning(s) and its correct pronunciation.
- Reading **feeds pupils' imagination** and opens up a treasure house of wonder and joy for curious young minds.
- Children must read **frequently**, outside of school as well as in school, for **pleasure and information**.
- It is essential that, by the end of their primary education, all pupils are able to **read fluently with confidence**, in any subject in their forthcoming secondary education."

**"Reading should not be presented to children as a chore or duty. It should be offered to them as a precious gift." – Kate DiCamillo**

# Year 5 Expectations in Reading

- Children must continue to work on the skills outlined in the Year 3 and 4 curriculum.
- By the beginning of year 5, pupils should be able to read aloud and silently a wide range of poetry and books written at an age-appropriate level at a reasonable speaking **pace**.
- Year 5 pupils should be able to read texts aloud with appropriate **intonation** to show their understanding.
- They should be able to summarise and explain 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 continue to expand their vocabulary and infer the meanings of unfamiliar words and then discuss what they have read.
- Children show **good understanding** of what is read by them and to them by others.



How do we as a school teach  
reading to meet these expectations  
and demonstrate the importance of  
Reading?

# How Reading is taught in School?



The KS2 curriculum has a greater emphasis upon reading comprehension (understanding) as it is expected that children are fluent at word decoding by the end of KS1 (Year 2). Though it is encouraged and expected that all children read regularly to develop pace, stamina and confidence both in and out of school across the curriculum.

We teach reading skills discreetly for 40 minutes each day through 'Close Reading' following a 5 day plan. These lessons allow the children to develop the skills outlined within the curriculum. We provide children with a new carefully selected text each week. Throughout the week the children will read, explore and unpick the text, developing their vocabulary.

Within the lesson the children are taught and given time to analyse the text deeply where they are encouraged to ask and answer questions about it demonstrating their understanding of it and its language structures.

**"One of the greatest gifts adults can give—to their offspring and to their society—is to read to children." - Carl Sagan**

# Close Reading what is it?



**Day 1 – Vocabulary focus**– During this lesson the teacher will read the text for the first time to the children. After they will draw out any effective, unfamiliar vocabulary to explore– finding the definitions in dictionaries as well as reading around it to decipher its meaning.

**Day 2 – Close Reading**– During this session the children will be taught how to analyse the text, inferring meaning, identify what information it is giving us as well as given the opportunity to do this independently.

**Day 3 – Background information** – This lesson gives the children the opportunity to deepen and develop their knowledge of the themes, characters or settings in the text where they should ask questions.

**Day 4 – Comprehension Lesson** – Answer carefully scripted questions by the teacher which the children must Answer, Prove and Explain APE. (See next Slide)

**Day 5- Test Style Questions** – Often children get questions wrong not because they do not know the answer but because they have misunderstood or misread the question. This lesson allows the children practise 1 particular test style question each week based on the text they have been reading.

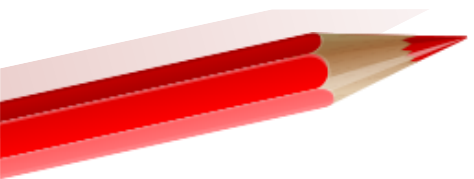
# Other Ways we teach Reading



Class Teachers read to the class for a minimum of 15 minutes each day. The text is a high quality text that exposes the children to new vocabulary, themes and language structures.

Children regularly read through all subjects to gain knowledge and information about the subject.


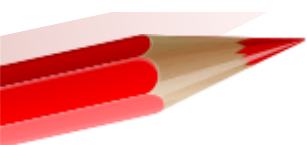
Children have the opportunity to read silently throughout the day.



Children will have the opportunity to read aloud to an adult

Reading interventions are in place for those who need additional support which are tailored to the needs of the individual.

**"To learn to read is to light a fire; every syllable that is spelled out is a spark." – Victor Hugo**



How can you support your child's  
reading at home, both for pleasure  
and knowledge?

# What to read?



As you can see 'Reading Widely' is mentioned often in the curriculum. But what does it actually mean?

Children need to be exposed to a wide range of literature both read by them and to them by others in order to gain and understand new vocabulary and language structures needed.

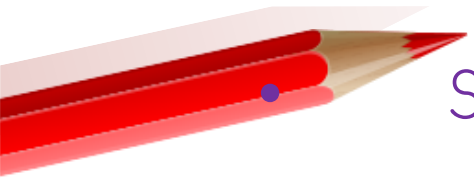


**Different texts include:** myths, legends and traditional stories, modern fiction, classic fiction, books from other cultures and traditions, poetry, play scripts, newspapers, non-fiction texts.

# How can you support your child at home?



- Give your child access to plenty of texts on many different topics and by a wide range of authors who write in different styles, e.g. Roald Dahl, Michael Morpurgo to Anthony Horowitz, Shakespeare, John Keats.
- Join and regularly visit the local library there you will have access to a full range of literature for FREE!
- Speak with your child's teacher for reading recommendations.
- Find out your child's reading interests.

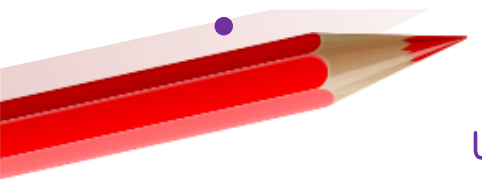


## Developing and understanding Vocabulary



Discuss new vocabulary with your child and be prepared to clarify the meaning of a wider range of words, modelling them within sentences. **Don't be afraid to not know the meaning of a new word**, look it up together or ask your child's teacher — this will model to your child that learning is a life long skill, not weakness!

- Broaden the vocabulary you use when speaking to your child.
- Have a word wall – challenge your child or have competition of who can use new words.
- Ask your child questions about what they read.



# Intonation



**Intonation** is the changing of tone in a person's voice when reading particular words. It often reflects emotion, emphasis and attitudes when speaking.

For example let's read the sentence below.

I didn't kick your ball.

Now if we use intonation to emphasize a different word, it implies a different meaning.

I didn't kick your ball. – this implies someone else did.

I didn't **kick** your ball – implies I did something else to the ball.

I didn't kick **your** ball. – implies 'I' kicked someone else's ball.

Often, an author will hint when they want a word to be read with emphasis by bolding the word or writing it in *italics*.

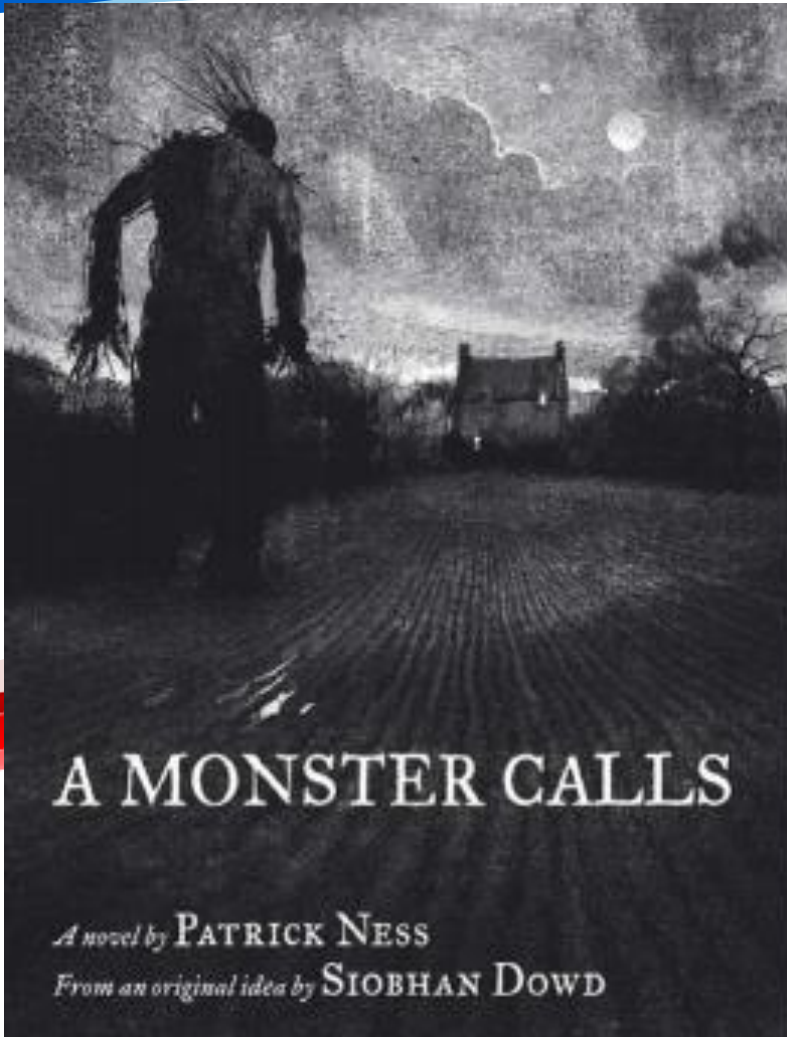
# Close Reading



Examples of how you can question  
your child when reading.



# A Monster Calls



This text has been used this year with year 5 children.

We can develop inferences from looking at the front cover or pictures.

*What kind of story do you think it will be?*

*When do you think it was written?*

*Where might it be set?*

*How has the author shown you that the character is big?*

*How has not using colours impacted the interpretation of the front cover?*



## A passage taken from a Year 5 text

### Taken From a Year 5 Text: A Monster Calls

He glanced over at the clock his mum had put on his bedside table. 12.07. Seven minutes past midnight. Which was late for a school night, late for a Sunday, certainly.

He'd told no one about the nightmare. Not his mum, obviously, but no one else either, not his dad in their fortnightly (or so) phone call, *definitely* not his grandma, and no one at school. Absolutely not.

What happened in the nightmare was something no one else ever needed to know.

Conor blinked groggily at his room, then he frowned. There was something he was missing. He sat up in his bed, waking a bit more. The nightmare was slipping from him, but there was something he couldn't put his finger on, something different, something— He listened, straining against the silence, but all he could hear was the quiet house around him, the occasional tick from the empty downstairs or a rustle of bedding from his mum's room next door.

Nothing.

And then something. Something he realized was the thing that had woken him.

Someone was calling his name.

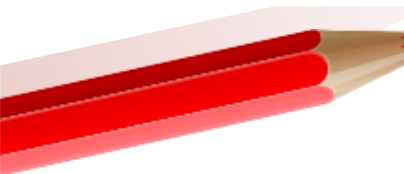
*Conor.*

He felt a rush of panic, his guts twisting. Had it followed him? Had it somehow stepped out of the nightmare and—?

What phrases or statements would need extra emphasis?

What might they need explaining to help them to fully understand the text.

What words could you draw out to discuss the meaning of?



# A Monster Calls (extract)

He didn't want anyone to know, he may be embarrassed.

Suggests he doesn't live with his dad. Are his parents divorced? He may not be close to his dad if they only speak once a fortnight.

He was afraid of what was in his dream. He may believe it was or is real?

Conor is still sleepy.

Suggests the house is quiet enough for a ticking clock to be heard from upstairs. Everyone is sleeping.

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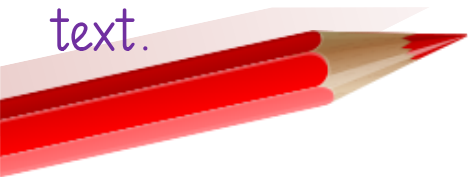
Vocabulary to pull out and clarify understanding: fortnight groggily occasional

# Other Questioning

Conor is afraid of the monster? Do you agree or disagree? Prove it.

Is the monster alive?

Find evidence to prove it from the text.



A strange quiet fell.

*What did you say?* the monster asked.

Conor crossed his arms. "I said, come and get me then."

The monster paused for a moment, and then with a *roar* it pounded two fists against the house. Conor's ceiling buckled under the blows and huge cracks appeared in the walls. Wind filled the room, the air thundering with the monster's angry bellows.

"Shout all you want," Conor shrugged, barely raising his voice. "I've seen worse."

The monster roared even louder and smashed an arm through Conor's window, shattering glass and wood and brick. A huge, twisted, branch-wound hand grabbed Conor around the middle and lifted him off the floor. It swung him out of his room and into the night, high above his back garden, holding him up against the circle of the moon, its fingers clenching so hard against Conor's ribs he could barely breathe. Conor could see raggedy teeth made of hard, knotted wood in the monster's open mouth, and he felt warm breath rushing up towards him.

Then the monster paused again.

*You really aren't afraid, are you?*

"No," Conor said. "Not of you, anyway."

The monster narrowed its eyes.

*You will be, it said. Before the end.*

And the last thing Conor remembered was the monster's mouth roaring open to eat him

alive.

What do you infer from this? What do we find out about Conor?

If in doubt...

"Once you learn to read, you will be forever free." – Frederick Douglass

**Read to them**, read with them or let them read on their own.

**A LITTLE** reading every day (even just 10 minutes) is better than less frequent, longer reading. Kids who read for a few minutes daily improve more.

**Reading** widely is important, but reading anything counts.

**LET** your child choose their own reading — it is more likely they will enjoy it however encourage them to read out of their comfort zone.

**TRY** to integrate reading into everyday life, on the bus or in the car for example.

**Children are not yet bringing home reading books from school due to the current situation. Therefore, please make sure your child accesses their allocated electronic books on active learn or other school apps.**



# Thank you for your continued support and dedication to your child's education.

Especially now, during this difficult and uncertain time.  
Together we will work together to get the best  
outcomes for your child.

Please do not hesitate to ask us for any guidance or  
help you may need when supporting your child's  
reading.

