



## YEAR 5 READING EXPECTATIONS

Before students leave Year 5 they 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 able to read widely and frequently for pleasure and to retrieve information. 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. Students 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 continue 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 will be extended through public speaking, performance, and debate.

### YEAR 5 CHILDREN ARE EXPECTED TO

- apply their knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet
- maintain positive attitudes to reading and an understanding of what they have read
- continue to read and discuss a wide range of fiction, poetry, plays, non-fiction, reference books and textbooks
- read books which are structured in different ways and written for a range of purposes
- 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
- recommend books that they have read to their peers, giving reasons for their choices
- 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
- make comparisons within and across books
- learn a wider range of poetry by heart
- prepare and perform poems and plays aloud, showing an understanding through intonation, tone and volume so that meaning is clear to the audience
- check that the book makes sense to them; discussing their understanding and exploring the meaning of new words in context

### CONTENT DOMAIN COVERAGE

In KS2 English Reading Assessments, your child's understanding of reading is tested through different strands, known as 'content domains'. The content domains and examples of questions asked can be found below:

**Content Domain 2a: Give/explain the meaning of words in context.**

What does this word/phrase/sentence tell you about the character/mood/setting? What effect did the author intend to create? How has the author made you/the character feel?

**Content Domain 2b: Retrieval – Retrieve and record information / identify key details from fiction and non-fiction**

Through whose eyes is the story told? Which part of the story best describes...? Find it. What evidence from the text do you have to justify your opinion?

**Content Domain 2c: Summarise main ideas from more than one paragraph.**

What is the main point in this section of the text? Which is the most important point in this paragraph? Is it mentioned anywhere else?

**Content Domain 2d: Make inferences from the text / explain and justify these with evidence from the text.**

What do these words mean? Explain why the author might have chosen them? Which words give you the impression that...?

**Content Domain 2e: Predict what might happen from details stated and implied.**

Can you think of another story with a similar theme/opening/ending? Why did the author choose this setting? Will it influence how the story develops? How is this character like someone you know in real life? Would they act in the same way?

**Content Domain 2f/h: Identify/explain how information/narrative content is related and contributes to meaning as a whole. Make comparisons within the text.**

What are the clues that this character is liked/disliked/envied/feared/loved/hated? How could this part of the text be improved?

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

By writing in this way, what effect has the author created? Has the author been successful in their purpose/use of language? What makes you think that?

### HOW TO HELP YOUR CHILD AT HOME

- READ EVERY NIGHT FOR UP TO TWENTY MINUTES.
- LISTEN TO YOUR CHILD READ. THIS HELPS TO DEVELOP THEIR FLUENCY.
- READ TO YOUR CHILD- THIS WILL HELP THEM TO:
  - UNDERSTAND HOW TO USE EXPRESSION TO BRING STORIES TO LIFE.
  - DEVELOP THEIR OWN VOICE AS A READER.
- AFTER LISTENING TO THEM, OR READING TO THEM, ASK SOME OF THE QUESTIONS. THE DISCUSSION YOU HAVE WILL BE VERY VALUABLE FOR THEIR READING DEVELOPMENT.
- TALK ABOUT THE MEANINGS OF NEW WORDS.
- READ THE SAME TEXT AGAIN AND AGAIN IF YOU HAVE TO!
- SIGN THEIR READING DIARY DAILY.

FOR HELPFUL HINTS,  
ACTIVITIES & RECOMMENDED  
BOOKS PLEASE VISIT:  
[HTTPS://WORDSFORLIFE.ORG.  
UK/](https://wordsforlife.org.uk/)  
[HTTPS://WWW.BOOKSFORTO  
PICS.COM/](https://www.booksfortopics.com/)

OR CONTACT YOUR CLASS  
TEACHER