

Bishop Loveday CE
Primary School



Help your child
with reading

Year Five

Key questions you can ask your child when reading a book, to help them reach their target:

- The writer uses ...(words)... to describe 'something/'someone'. What does this tell you about...?
- Why did the writer write 'X'?
- What does this word 'X' tell you about 'Y'?
- The author makes an action/ description 'like' something else. Why?
- The author states that X is something it isn't. What is the effect of this? Or why have they done it?
- What does this...(sentence/word/phrase)... tell us about... (character/ setting/ mood/ etc...)
- In this story/ poem 'Y' is mentioned a lot. Why has the writer done this?

TARGETS - Year Five

The following information is intended to give you some idea of the things that your child should be able to do by the end of the year:

... discuss books and authors and recommend titles to my friends

... know what to expect from different types of texts

... use different strategies to work out unknown words

... recognise the features of different text types

... use the front cover blurb and reviews to help me choose what I read

... respond to what I read - imagining events and how characters feel

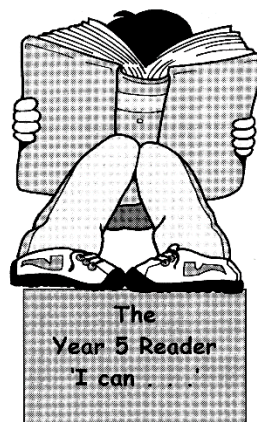
... can information quickly from different sources and decide which is most useful

... can find my way around texts quickly and effectively

... recognise the different ways that authors present characters and find evidence in the text

... tell the difference between figurative and literal language and talk about how they affect the reader

... tell from whose view the story is being told and retell the story from a different viewpoint



... use the punctuation in complex sentences to help understanding when reading

... pick up author's clues to help me understand texts

... use my own experience and wider reading to judge texts

... keep track of a subject through the pronouns in a text

SILENT READING

Good readers in Year 5 should usually read to themselves in a quiet room, so that they can get absorbed in a story.

CHOOSING THE RIGHT BOOK

Let them choose

Your child is far more likely to be interested in a book if he/she has chosen it by him/herself. The teacher will be able to help choose a book at school for reading at home, but you could also use books from the library, magazines, instructions for games, etc.

Too easy or too hard

Usually, the choice will be about right, but as a rough guide, you can check by using the five-finger test. Be aware that occasionally teachers may decide to push your child forward with a book that doesn't exactly meet this criterion.

What to do if a book is too difficult

If your child chose the book he/she is probably interested in it so don't just send the book straight back to school. You might try the following:

- Talk about the pictures
- Read the book aloud
- Talk about what has happened in the story
- Comment in the reading record book

What to do if a book is too easy

Just carry on as normal - sometimes it is a good idea to read easy things because nothing is more encouraging than success. At the end of the book praise your child for reading well.

Choosing the



Right Book

Use the five finger method

Choose a page to read. Each time you see a word you do not know, put up one finger.

When you finish reading, see how many fingers are raised.

- 1 finger - easy reading
- 2 fingers - easy reading
- 3 fingers - just right
- 4 fingers - challenging
- 5 fingers - difficult

It is not only books that help your child to read.

At breakfast time - Look at the words on cereal packets, milk and fruit juice cartons. Talk about which words are factual and which are persuading you to buy the product.

Look in the papers - If your child recognises a famous face, e.g. a football or TV star, it will make them want to read the story.

In the streets - You'll see advertising posters and place names.

In the shops - Your child can help you to find things in the supermarket by reading what's in each aisle.

Videos - Video boxes usually tell you the story. Get your child to read the box as well as watching the film.

Looking at catalogues - Let your child help with choosing clothes, presents, etc.

Unpacking the shopping - Your child can read the words on your groceries while helping to put them away.

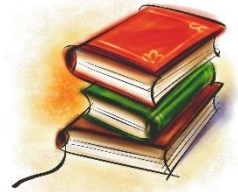
CDs and tapes - Your child will find it easier to follow the words if they can hear them at the same time.

Computers - Using the keyboard will help your child become familiar with letters, and they will enjoy following instructions for simple games.

GENERAL TIPS FOR READING

Be enthusiastic

Your child will only be keen if you are. Your encouragement and interest will help your child enjoy reading and show him/her that you think it's important.



Give lots of praise

Children like to feel that their efforts are appreciated. It gives them confidence and makes them feel good. Let them know it's all right to make mistakes.

Give them time

Let your child make a guess before you tell them a word. Help them to get the first sound or try breaking the word up into smaller sections.

Don't make them try too hard!

It doesn't matter if you have to tell them the word sometimes

Ask lots of questions

Check they understand the story by asking them questions about what happens. Use the pictures to explain what's happening.

Find a quiet place

Children are easily distracted. They will not be able to read well if the television is on in the same room.

Little and often

If your child finds reading difficult, frequent short sessions are better than one long one. The quality of the reading is more important than the quantity. It is better to read for 10 minutes and then talk about the book for 10 minutes, rather than just reading 20 minutes. This will help your child develop their comprehension skills.

Fluent readers

Fluent readers should read silently to themselves, but you should still find time to talk about the themes of the book.

Special time

The best time to share a book is when your child wants to read to you. Remember they may have had a busy day in school and might not be ready to concentrate when they first come home. Try to avoid interrupting a favourite television programme or an exciting game with a friend. After tea might be a good time, or perhaps just before bed.

Keep calm

This is not always easy. Some children read slowly and may get stuck on words they could read easily the day before. They may struggle with short words, which we think are easy - even good readers make careless mistakes. Do not pressure them by saying things like "Come on, you should know that word." Try to be relaxed.

Above all - try to make reading fun for you and your child!