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Reading Expectations in Year 5



*A quick guide to reading at
school and home.*

Expectations for Reading in Year 5

By the end of Year 5, children will be assessed as working towards, meeting or securing their age related expectations.

Guided Reading in Year 5:

Children take part in Guided Reading sessions four times per week. Children will read once a week to an adult within a Guided Reading session, during whole class teaching or using their home school reading book.

Reading at home

It is expected that children read daily at home, for at least 10-20 minutes.

Children may read to themselves or aloud to an adult or older sibling.

Children's Reading Records are to be completed each time they read, either by the child if they have read independently, or by the adult or sibling they have read to.

Children can read their school book, a book with suitable challenge that they want to read for pleasure, or a book assigned by the teacher through Bug Club. Some parents/carers may be told by the teacher that their child can read newspapers/comics, etc. (if they are reluctant readers.) Reading of newspapers, comics, magazines, non-fiction texts on subjects of interest to the child, etc. will always be encouraged and may also be recorded in the Reading Record. Sometimes specific homework may be set that requires children to read something in particular, with a follow up task. The questions on the final page might support you when hearing your child read.

Year 5 Word Recognition Meeting Expectations

Children are expected to be able to apply knowledge of root words, prefixes and suffixes, to read aloud and to understand the meaning of unfamiliar words. They should be able to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Children should attempt pronunciation of unfamiliar words, drawing on prior knowledge of similar looking words, and re-read and read ahead to check for meaning.

Year 5 Reading Comprehension Meeting Expectations

Children should become familiar with and talk about a wide range of books. They should read non-fiction texts and identify purpose, structures and grammatical features and evaluate how effective they are.

Children should be able to learn poems by heart and prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. They will use meaning-seeking strategies to explore the meaning of words and idiomatic and figurative language in context.

Children are expected to identify and comment on writer's use of language for effect, for example, precisely chosen adjectives, similes and personification. They will be able to identify grammatical features used by a writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact on the reader.

Children should draw inferences about characters' feelings, thoughts and motives from their actions and justify inferences with evidence from the text. They are expected to make predictions from what has been read and summarise the main ideas drawn from a text.

Children are expected to use knowledge of structure of text type and text marking to find key information.

Year 5 Reading Securing Expectations

Children can express opinions about a text, using evidence from the text, giving reasons and explanation: Point, Evidence, Explanation (PEE). They adapt their own opinion in the light of further reading or others' ideas.

Children are able to identify formal and informal language and know the features of different narrative text types, for example: adventure, fantasy, myths. They can compare texts by the same writer and by different writers

on the same topic and summarise key information from different texts.

Children empathise with different character's points of view and infer meaning using evidence from the text or wider reading and personal experience. They can explain how a writer's uses of language and grammatical features have been used to create an impact on the reader and describe how punctuation marks the grammatical boundaries of sentences and gives meaning.

Recall Questions

- Where does the story take place?
- When did the story take place?
- What did s/he/it look like?
- Who was s/he/it?
- Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find...?

Analytical Questions

- What makes you think that?
- What words give you that impression?
- How do you feel about...?
- Can you explain why ...?
- I wonder what the writer intended?
- I wonder why the writer decided to...?
- What do these words mean and why do you think the author chose them?
- Has the author used adjectives to make this character funny?
- Why did the author choose this setting?

Questions requiring synthesis

- What is your opinion? What evidence do you have to support your view?
- Using all the evidence available, can you tell me what you feel about...?
- Given what you know about ... what do you think?
- How would the views put across in this text affect your views on...?
- What would this character think about...? (Possibly a present day issue)

Simple comprehension questions

- What do you think is happening here?
- What happened in the story?
- What might this mean?
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What words and/or phrases do this?
- What part of the story do you like best?

Application Questions

- Can you think of another story which has a similar theme; eg. good over evil; weak over strong; wise over foolish?
- Do you know of another story which deals with the same issues; eg. social; moral; cultural?
- Which other author handles time in this way; eg. flashbacks; dreams?
- Which stories have openings like this?

Evaluation questions

- What makes this a successful story?
- What opinion do you have to justify your opinion?
- Does it work?
- Could it be better? How?
- Is it as good as...?
- How is it similar to...?
- How is it different to...?
- Is it as good as...?
- Which is better and why?