

At Claregate we use the VIPERS reading domains.

Reading with Your Year 5 Child Parent Advice Booklet

V	(V) Draw on knowledge of vocabulary to understand texts	Look in the paragraph; find and copy one word/phrase meaning/that shows that/that tells you that/that suggests that.....? Give the meaning of the wordin the sentence? What does a particular word/phrase suggest about a person/setting? What word (from choice) most closely matches the word...? What does word/phrase mean?
I	(I) Make inferences from texts	From the paragraph starting/page... ..how do you know/what evidence is there/how can you tell that/why did a character feel /is a particular adjective? (Give 1/2 reasons) What impressions do you get of a setting/a person from a paragraph? What does a particular paragraph/description suggest/infer about a person/setting? Look at the line..../paragraph...Why did someone do /feel something? Why is somewhere an adjective/noun phrase? What evidence in the text is there that a character felt /is....adjective? What can you infer about a setting/character from one paragraph? According to the text, how did...../why? Decide if the following statements are fact or opinion?
P	(P) Predict what might happen	Do you think that someone will do/act differently in the future?
E	(E) Explain preferences, thoughts and opinions about the text.	Draw lines to match each part of the story with the correct quotation from the text e.g. Lesson, Action, Setting, etc Give two impressions that a particular phrase gives? In what ways are 2 characters/settings the same/different?
R	(R) Identify and explain key aspects of fiction and non-fiction, such as characters, events, titles, information	What 1/2/3 things are you told about a setting/character from one paragraph? Using information from the text, decide if the following statements are true or false? Give 2 reasons why.....? What was revealed at the end of the story? Using information from the text, decide if the following statements are true or false?
S	(S) Summarise main ideas from more than one paragraph	Below are some summaries of different paragraphs from this text. Number them 1 - to show the order in which they appear in the text. Which of the following would be the most suitable summary of the whole text/paragraph?

You can use these questions stems when sharing books with your children at home.



National Curriculum Expectations

Year 5

By the beginning of year 5, pupils should be able to accurately read aloud a wide range of poetry and books written at an age-appropriate interest level at a reasonable speaking pace. They should be able to read most words effortlessly and work out the pronunciation of unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, pupils in year 5 should ask for help in determining both the meaning of the word and how to pronounce it correctly.

Year 5 pupils 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 reading widely and frequently for pleasure and to retrieve information, outside of school as well as in school. 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.

During year 5, pupils 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 be given the opportunity 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 should be extended through public speaking, performance and debate.

What This Means for Parents

- Give your child access to lots of books on many different topics and by a wide range of authors who write in different styles.
- Encourage your child to attempt to pronounce new words they see in the environment around them. Discuss tricky parts and model the correct way.
- Broaden the vocabulary you use when speaking to your child and be prepared to clarify the meaning of a wider range of words.
- Encourage your child to read silently to themselves but check their understanding of what they have read after doing so.

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 out loud, 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

ask questions to improve their understanding

draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence

predict what might happen from details stated and implied

summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas

identify how language, structure and presentation contribute to meaning

discuss and evaluate how authors use language, including figurative language, and consider the impact on the reader

distinguish between statements of fact and opinion

retrieve, record and present information from non-fiction texts

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

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

provide reasoned justification for their views