



## The Year 5 Reader at Margaret Wix Primary School

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace.

They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

They should be able to prepare readings, with appropriate tone and expression to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information.

They should be able to read silently, and be able to discuss what they have read. This will be achieved within the two areas that reading consists of:

- Word reading
- Comprehension

Word Reading This involves children being able to decode unfamiliar words and being able to understand that letters on a page represent the sounds in spoken words.

- Children will be taught how to apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet.

### Comprehension

Once children have built up the ability to decode and understand words they are able to discuss books with the adults around them, creating a love of reading and a sense of independence.

Children in Year 5 will be taught to maintain their positive attitudes to reading through:

- Continuing to read a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- making comparisons within and across books
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Children in Year 5 will be taught to understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying with evidence
- predicting what may happen next in a story
- identifying how language, structure and presentation contribute to meaning

*The above bullet points should be encouraged at home, when children are being listened to read.*