

Year 5 – Becoming an ‘exceeding’ reader

We have put together the following guide to help our parents and carers support their children in reading together at home and becoming an ‘exceeding’ reader! An ‘exceeding reader’ is a reader that has mastered the word reading (decoding) aspect of reading, as well as mastering the comprehension content of their year group beyond that of the ‘expected’ standard. When assessing children in school, we have found that there is sometimes inconsistency between a child’s ability to read words and their understanding of the text; a fluent reader may need further support in their comprehension skills which can occasionally be masked by their fluency. Comprehension and fluency should be seen as equal in value in helping a child to become a confident reader. If a child is working at an ‘exceeding’ level in reading they need to be able to complete most of the following objectives in this list across a wide range of books and text types. Some books will lend themselves better to statements than others depending on whether they are fiction or non-fiction texts. Please note that these statements are for an ‘exceeding’ reader, rather than an ‘expected’ reader and do not correlate with the levels in our school reading scheme. The school reading scheme is designed to support children in becoming confident readers by allowing them to develop their reading stamina, comprehension, word recognition and decoding skills at a developmentally appropriate pace. If you have any concerns about your child’s reading please book an appointment with their class teacher to discuss their reading level further.

Exceeding statements: Children can...	How I can help at home...
<p>Read frequently and enjoy a wide repertoire of texts, both fiction and non-fiction.</p> <p>Identify confidently many of the text types specified in the YR 5-6 programme of study.</p>	<p><i>Visit the local library to ensure your child has access to books to increase their familiarity with lots of different text types; poetry, fiction, non-fiction, text books, reference books, myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Read everything; recipes whilst cooking, newspapers, websites, comics, leaflets, magazines etc! Make comparisons within and across texts e.g. compare two works by one author.</i></p>
<p>Competently recommend books to their peers, giving substantiated reasons.</p>	<p><i>Talk about why they enjoyed a book with specific reference to the book e.g. specific parts of the plot they liked, why the way a character behaved was exciting, why the language created certain moods or feelings.</i></p>
<p>Discuss and comment on themes and conventions in a variety of genres.</p>	<p><i>Talk about whether the book they are reading has an underlying theme such as ‘life-cycles’, ‘resilience’ or ‘poverty’ and compare this to other books about the same thing. Talk about certain authors who like to write about the same theme and how they use words, phrases and techniques to do this.</i></p>
<p>Recite confidently more challenging poetry which has been learned by heart.</p>	<p><i>Read poetry books together and practise reading it to a beat. Have fun with poems – try rapping them, singing them etc.</i></p>
<p>Explain and comment on the purpose of the language, structure and presentation of texts, clearly understanding how they contribute to meaning.</p>	<p><i>Ask questions and discuss the language and layout in books. E.g. Talk about how the word ‘threatening’ means that the storm is close and could be dangerous; that the use of bold font makes the important facts stand out. In non-fiction books talk about how useful diagrams are in explaining concepts to the reader. Compare the usefulness of information in books based on how well it is presented – e.g. did the sub-titles make it easy to find information and understand? Why were the sub-titles questions?</i></p>

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<p>Discuss their understanding of the meaning of challenging vocabulary in context.</p>	<p><i>Use the context of the sentence to make a sensible guess about the meaning of a word. Does it look like another word? Does it have the same root word or word ending? What does this tell you about the word? Look up new vocabulary in dictionaries or online.</i></p>
<p>Discuss and evaluate how authors use language, including figurative language (e.g. simile, metaphor, imagery) and its effect on the reader.</p>	<p><i>Similes and metaphors are ways of comparing an object, person, place or event to something else to create an image of something. Talk about how the use of these similes and metaphors create a feeling of mood, suspense, excitement etc.</i></p>
<p>Readily ask pertinent questions to enhance understanding.</p>	<p><i>Model how to ask questions about the text and encourage your child to do the same; e.g. How does Harry Potter prove his loyalty to Dumbledore throughout the book? How does Snape lead Harry to believe he is working for Voldemort?</i></p>
<p>Draw inferences and justify these with evidence from the text.</p>	<p><i>This is about ‘reading between the lines’ e.g. explain how and why a character’s feelings changed and make justified predictions. Encourage your child to use words and phrases from the text to support their answer and explain how they know this.</i></p>
<p>Distinguish fact from opinion, with an awareness of ambiguity.</p>	<p><i>Talk about how reliable a non-fiction book or newspaper report seems. Look up the same facts online or in a different source. Talk about which ones will be more robust and discuss why. Look at who wrote the information – is it likely to be true? Why?</i></p>
<p>Retrieve, record and present information from non-fiction texts.</p>	<p><i>Use non-fiction books to find out facts for homework projects. Encourage your children to ask questions about the world around them and find the answers in books alongside the internet. Visit the local library and borrow information books.</i></p>
<p>Summarise main ideas from more than one paragraph, identifying key details which support these. Explain what they know or have read.</p>	<p><i>Ask your child to summarise a text using 3 words. Challenge them to retell a story in a minute to get them to focus on main characters, events and settings. Talk about what the most important thing that they learnt from an information text was and ask them to explain it in their own words.</i></p>