

Wednesday 16th December

Dear Parents and Carers,

As we approach the Christmas break, I would like to ask for your support. We have worked very hard since September with all the children identifying the gaps to their learning caused by the initial lockdown period.

What has been evident in Year 5 is the need for them to become more fluent readers. We will be continuing to do all we can at school but need your support to develop their reading skills at a quicker pace.

This is how you can support:

- We have included a page on DB primary which gives access to Oxford Owl reading books – here you have access to age related reading books – many of which come with guidance around how to read and question your child. Start by reading the book called: Maggie Aderin-Pocock – Space Scientist. It's a great book to end their current topic – Reach for the Stars.
<https://www.oxfordowl.co.uk/login?active-tab=students>
Username: yr5k
Password: love4reading
- Evidence 15 minutes of reading in their reading records every day – I have attached some guidance to support with how to target reading time at home.
- Promote reading as a fun activity.
- Complete the reading comprehension packs your children will take home with them during the holidays – return them at the start of the Spring Term.
- Explore new vocabulary

Reading is the most important skill and the gateway to all they do.

I look forward to measuring the impact your support has on your children's progress.








Happy Reading

Mrs Bacon
Headteacher
Enfield Heights Academy



Reading targets – Year 5

Reading with greater fluency and being able to decode a range of unfamiliar words are key skills in reading. Furthermore, children need to demonstrate a deeper understanding of what they have read. This will allow them to fully master the skills of reading. At Cuckoo Hall, we assess children using six assessment foci derived from the National Curriculum. Below are a range of questions linked to each assessment focus which you could ask your child when listening to them read daily.

<p>Assessment Focus 1 Word Reading Use a range of strategies, including accurate decoding of text, to read for meaning.</p>		<p>At what pace should this story be read? Are you reading at the appropriate speed? <i>(by the end of the year, approx. 130 – 150 words per minute)</i></p> <p>Are there any uncommon prefixes in this passage?</p>
<p>Assessment Focus 2- Literal Understanding Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.</p>		<p>Can you skim the page to locate...?</p> <p>How would you summarise the key events in this chapter?</p>
<p>Assessment Focus 3- Inference and Deduction Deduce, infer or interpret information, events or ideas from texts.</p>		<p>What evidence do you have to show how the character is feeling or the reasons behind their actions? E.g. Throwing pots and pans around the room showed he was angry.</p> <p>Is this statement fact or opinion? How do you know?</p>
<p>Assessment Focus 4- Structure & Language for effect Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level for effect Explain and comment on writers' use of language, including grammatical and literary features at word and sentence level for effect and meaning.</p>	<p>THE END</p> 	<p>How have paragraphs been used to develop the plot? E.g. building up to the climax.</p> <p>How has the author used language to create different moods in the text? E.g. He begins with a description of a forest to create suspense and tension.</p>
<p>Assessment Focus 5- Purpose & Themes Identify and comment on the writer's purpose and viewpoints and the overall effect of the text on the reader (likes/dislikes of the text, dilemmas, issues, arguments raised in the text) Relate texts to their social, cultural and historical contexts and literary traditions, important ideas, underlying themes (the central ideas running through the text).</p>	 	<p>Can you identify the main theme of this narrative? What evidence is there to support your opinion?</p> <p>Can you think of another text that you have read that has a similar event or viewpoint? What makes it similar? How have the two authors portrayed the event or viewpoint?</p>
<p>Assessment Focus 6- Attitudes, Discussion and Performance Develop a positive attitude and love for reading within a wide range of texts, e.g. stories, poems and non-fiction. Discuss, debate, perform and present texts which they have read. Gain knowledge across the curriculum, e.g. increase vocabulary, develop imagination and use in their own writing.</p>		<p>Would you recommend this book to someone else in Year 5? Why or why not?</p> <p>Can you recite your favourite section of the poem off by heart?</p>