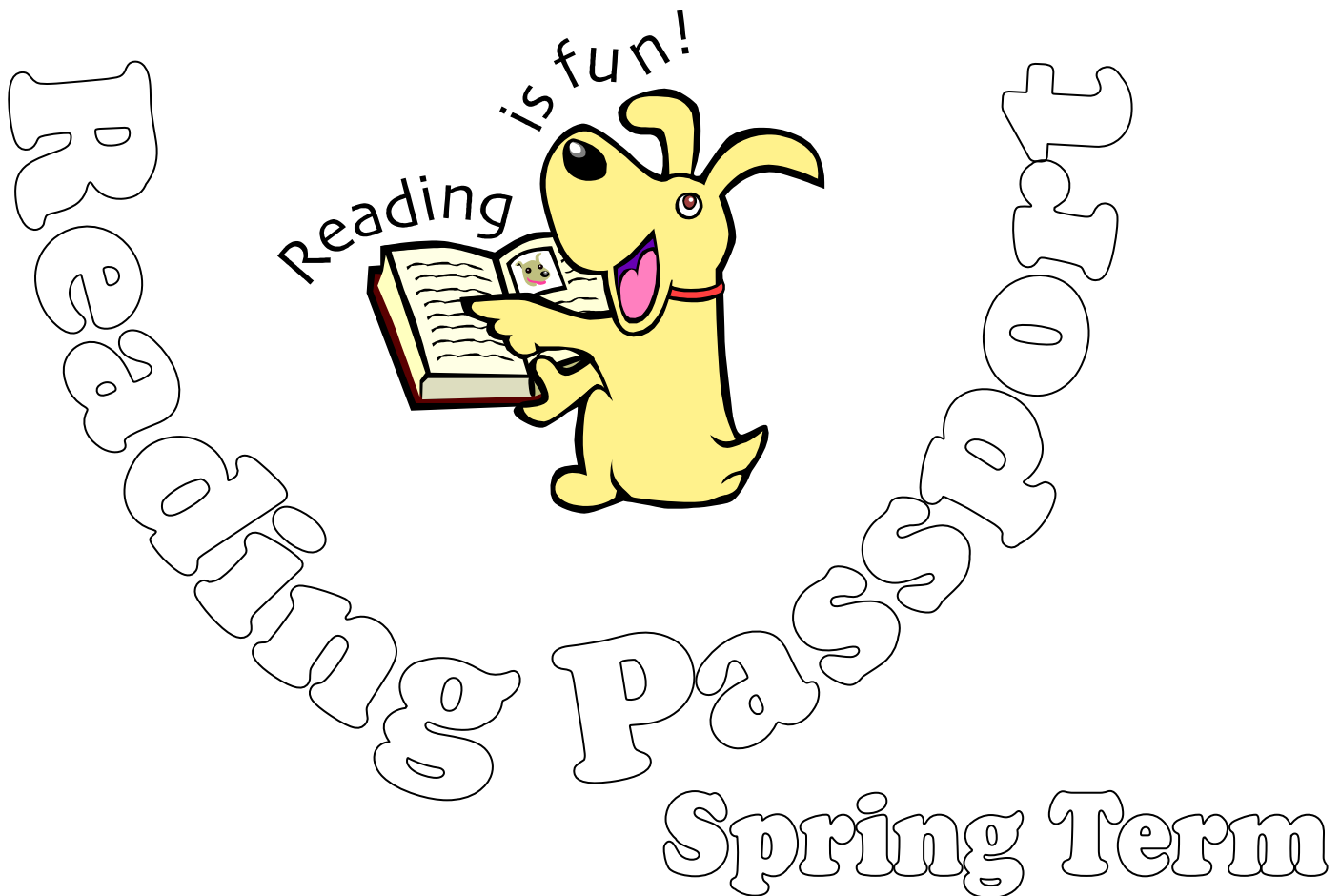




Year 5

	No of Challenges	Award Gained
Autumn		
6 = Bronze	8 = Silver	10 = Gold



Independent Reading Tips

In year 5 children are generally independent readers, however this doesn't mean they should stop reading because **better readers make better writers**. Being an independent reader doesn't mean parents can't be involved with their children's reading. Pupils will benefit from reading aloud 3 to 4 times a week for at least 5 minutes because this allows them the opportunity to practice reading for an audience using expression and maintaining fluency. If children are reading alone they will benefit from being asked questions about the text. Some examples of questions you can ask can be found below.

Things you can talk about with your child

- What they think & feel about the text and why
- What the text was about
- Anything they learnt from the text
- Which character they liked/disliked and why
- Any interesting or difficult words/phrases they read
- What the illustrations/diagrams tell them
- Can you find me... e.g. 4 adjectives, 1 fact about etc
- Who was the narrator
- Where it was set
- What the conflict/complication of the story was
- Who might enjoy the story
- What type of text was it

The Reading Passport helps you understand texts and show how much you liked/disliked a story. The more activities you do the better the reward.



What should I read?

Over the year you should try and read a variety of texts both fiction and non-fiction. See if you can read each type of text type I have listed below. Highlight a brick when you read it to show you've read a story in that category.

Narrative poem		Fables	Traditional stories	
Stories from other cultures	Myths	Mystery stories		Historical Stories
Legends	Stories with familiar settings		Classic Stories	
Adventure stories		Fantasy Stories		Science Fiction stories
Instructions	Reports	Limmerick	Plays	Cinquain
Recounts	Performance poem		Explanations	Persuasive texts
Shape or concrete poem		Haiku	Nonsense poems	Ballard
Information Texts		Choral poems	Novels and Stories by significant children's authors	



Reading passport activities

~ complete 10 to win gold

As you are reading a book, choose one of the activities below (in any order) find the right page in the passport to complete it - if there isn't enough room do it on another piece of paper and staple it to the page.

1. Write a review of your book. What was your favourite part and why?
2. Write a biography about the author of your book.
3. Write a new 'blurb' for the back cover of your text
4. Design a wanted poster for a character in the story. Remember to describe them well.
5. Read a non-fiction book and create a new cover for it.
6. Choose a page from your text and write down any new/unfamiliar vocabulary then find out what it means.
7. Think of 5 questions you would like to ask the main character, then answer them in role.
8. Read a newspaper report and answer the questions who, what, where, when, why/how?
9. Find an example of each punctuation mark being used in your text and write down the sentence it is in .,!?-()" "":;
10. Draw a picture of your favourite part of the book and write a sentence about what is happening.

Date:

Activity 1: Write a review of your book. What was your favourite part and why?

Book Title:

Author:

A large, empty rounded rectangular box with a thin black border, intended for writing a book review. The box is centered on the page and occupies most of the lower half of the document.

Date:

Activity 2: Write a biography about the author of your book.

Book Title:

Author:

A large, empty rounded rectangular box with a thin black border, intended for writing a biography. The box is centered on the page and occupies most of the lower half of the document.

Date:

Activity 3: Write a new 'blurb' for the back cover of your text

Book Title:

Author:

A large, empty rounded rectangular box with a thin black border, intended for writing a blurb for the back cover of a book. The box is centered on the page and occupies most of the lower two-thirds of the page.

Date:

Activity 4: Design a wanted poster for a character in the story. Remember to describe them well.

Book Title:

Author:

A large, empty rounded rectangular box with a thin black border, intended for drawing a wanted poster. The box is centered on the page and occupies most of the lower half of the document.

Date:

Activity 5: Read a non-fiction book and create a new cover for it.

Book Title:

Author:

A large, empty rounded rectangular box with a thin black border, intended for drawing a book cover. The box is positioned below the text labels and occupies most of the lower half of the page.

Date:

Activity 6: Choose a page from your text and write down any new/unfamiliar vocabulary then find out what it means..

Book Title:

Author:

A large, empty rounded rectangular box with a thin black border, intended for students to write their answers to the activity. The box is centered on the page and occupies most of the lower two-thirds of the page.

Date:

Activity 7: Think of 5 questions you would like to ask the main character, then answer them in role.

Book Title:

Author:

A large, empty rounded rectangular box with a thin black border, intended for writing the answers to the questions.

Date:

Activity 8: Read a newspaper report and answer the questions who, what, where, when, why/how?

Book Title:

Author:

A large, empty rounded rectangular box with a thin black border, intended for students to write their answers to the activity questions.

Date:

Activity 9: Find an example of each punctuation mark being used in your text and write down the sentence it is in .,!?-()" "":

Book Title:

Author:

A large, empty rounded rectangular box with a thin black border, intended for the student to write their answers to the activity. The box is centered on the page and occupies most of the lower two-thirds of the page.

Date:

Activity 10: Draw a picture of your favourite part of the book and write a sentence about what is happening.

Book Title:

Author:

A large, empty rounded rectangular box with a thin black border, intended for a student to draw a picture and write a sentence about their favorite part of a book.

... discuss books and authors and recommend titles to my friends

... know what to expect from different types of texts

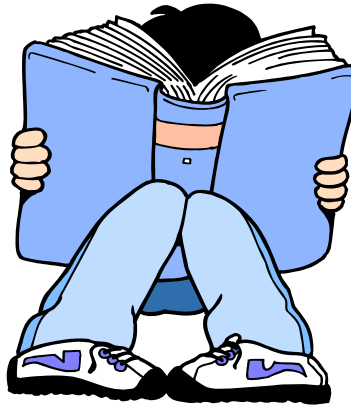
... use different strategies to work out unknown words

... use the front cover blurb and reviews to help me choose what I read

... recognise the features of different text types

... respond to what I read - imagining events and how characters feel

... use the punctuation in complex sentences to help understanding when reading



... pick up author's clues to help me understand texts

... scan information quickly from different sources and decide which is most useful

The Year 5 Reader 'I can...'

... use my own experience and wider reading to judge texts

... can find my way around texts quickly and effectively

... keep track of a subject through the pronouns in a text

... recognise the different ways that authors present characters and find evidence in the text

... tell the difference between figurative and literal language and talk about how they affect the reader

... tell from whose view the story is being told and retell the story from a different viewpoint

Computer Log In Details & Passwords

<p>www.mathletics.com</p> <p>Log in</p> <p>Password</p>	<p>www.activelearnprimary.co.uk</p> <p>Log in</p> <p>Password: Bookwell5</p> <p>School Code: book</p>
<p>www.Easyblog.org</p> <p>Log in:</p> <p>Year5@bookwell.cumbria.sch.uk</p> <p>Password Bookwell5</p>	<p>www.purplemash.com/sch/bookwell</p> <p>Log in</p> <p>Password</p>
<p>www.readtheory.org</p> <p>Log in:</p> <p>Password Bookwell5</p>	

Fill in your weekly reading on your reading record. Fill in this passport over the term. You can do more than 1 activity on 1 book.

