









Y5 Reading Activity Grid

Year 5 reading features checklist:

- ✓ I can read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
- ✓ I can apply their growing knowledge of root words, prefixes and suffixes/ word endings.
- ✓ I can read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.
- ✓ I can recommend texts to peers based on personal choice.
- ✓ I can continually show an awareness of audience when reading out loud using intonation, tone, volume and action.
- ✓ I can discuss vocabulary used by the author to create effect including figurative language.
- ✓ I can identify main ideas drawn from more than one paragraph and to summarise these.
- ✓ I can draw inferences from characters' feelings, thoughts and motives.
- ✓ I can make predictions based on details stated and implied, justifying them in detail with evidence from the text.
- ✓ I can evaluate the use of authors' language and explain how it has created an impact on the reader.
- ✓ I can use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.
- ✓ I can distinguish between statements that are fact and opinion.
- ✓ I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously.

Choose an activity from below and complete it on lined paper if possible. Remember to add the date.

<p><u>Character Description</u></p> <p>Invent a new character for a book you are reading and write a character description for them describing their appearance and personality.</p>	<p><u>Blurb Challenge</u></p> <p>Write a new blurb for a book you have read. Try to encourage other people to want to read this book.</p>	<p><u>Daily Reading</u></p> <p>Read at least a chapter of your book every two days and quiz on Accelerated Reader when you have finished the book.</p> 	<p><u>Newsround</u></p> <p>Read or watch Newsround. Choose an article/ story to summarise.</p> 
<p><u>Prefixes/Suffixes</u></p> <p>Look through a chapter of your book and write words that have prefixes or suffixes. Group them in a table.</p> <p><u>Challenge:</u> Write the spelling rules for each prefix/suffix found.</p>	<p><u>Poetry Performance</u></p> <p>Look through the following website or books you have at home and find your favourite poem. Learn to recite this to perform to the class when you return.</p> <p>https://www.poetryfoundation.org/learn/children</p>	<p><u>Book Review</u></p> <p>Write a book review about a book you have read.</p> <p>What was your favourite part of the book and why?</p> <p>What is the story about?</p> <p>What age of child would it appeal to?</p>	<p>How many stars out of 5 would you give it?</p> 
<p><u>Wikipedia</u></p> <p>Read a book of your choice and design a Wikipedia page of your favourite character (like we did for Beowulf in our last BIG Write). Remember to ensure that it is in chronological order of their life and events.</p>	<p><u>Favourite Author</u></p> <p>Choose a book written by your favourite author. Why do you like that author? What do they do that you find interesting?</p> 	<p><u>Design Front Cover</u></p> <p>Before reading a new book, draw the front cover and write a prediction of what you think the book may be about. Explain why you think this.</p>	<p><u>Chatterbox</u></p> <p>Read a non-fiction book or article and create a paper chatterbox to include facts you have learned.</p> 
<p><u>Emoji Task</u></p> <p>Read a chapter of your book in bed and retell the story using emojis (either on a tablet or hand drawn).</p> 	<p><u>Summarising</u></p> <p>Can you summarise in a few sentences the opening/middle/end of a chapter of your book?</p> <p><u>Challenge:</u> Try to limit your summary to 15 words for each section.</p>	<p><u>Improving Vocabulary</u></p> <p>Pick 5 new words from a book you have read and find the meaning. Use these words in a sentence of your own.</p> 	<p><u>Read to an Audience</u></p> <p>Read to your book then retell the story to your pet. If you don't have a pet then tell it to one of your toys.</p> 

More reading learning activities can be accessed through the following websites:

http://www.bbc.co.uk/schools/websites/4_11/site/literacy.shtml

<https://www.topmarks.co.uk/maths-games/5-7-years>

<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

<https://ukhosted9.renlearn.co.uk/2235643>