Dear Parents/ Carers,

As we are sure you are aware, as well as being an enjoyable pastime, reading impacts hugely on children's writing ability and general learning. We encourage children to read as much as possible, both at home and in school.

To assist with the difficult task of choosing a new book, we have put together a suggested reading list for Year 5. This is not an exhaustive list, but it represents a cross-section of books suitable for your child.

As you are aware, children are assessed against a range of reading targets, based on the expected standards for Year 5. To help your child develop as a confident, analytical reader we have included a range of questions you could ask your child to prompt discussion about what they are reading.

To encourage your child to read regularly, we suggest the following:

- Allow your child to pursue their own interests and make own reading choices - we have a wide selection of books in school
- Set aside a quiet place and time for reading (20-30mins a day is ideal)
- Alternate 'easy' reads with more challenging texts
- Show an interest in what your child is reading use the suggested discussion prompts
- Although most Year 5 children will choose to read independently, try to make some time to read with/to your child

Suggested Discussion Prompts:

What do you think is going to happen next?

What questions would you ask your favourite character?

What might this character have been thinking?

Choose a word to describe this character and explain why you chose it.

Can you find any powerful verbs?

Why has the author chosen to use specific vocabulary? What is the effect of this?

Can you think of another story that is similar to this one?

Why do you think the author chose this setting?

Was there any part of the story you didn't like and why?

When do you think this story is set? What makes you think that?

Would you recommend this book and why?

Have you read any other stories by this author? Would you like to read any others?

50 Recommended Reads for...

Year 5

(ages 9-10)







































































































