Reading Targets

A Year 5 Reader

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Word Reading

I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.

I can read further exception words, noting the unusual correspondences between spelling and sound.

I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

I can re-read and read ahead to check for meaning.

Comprehension

I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.

I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.

I can identify significant ideas, events and characters; and discuss their significance.

I can recite poems by heart, e.g. narrative verse, haiku.

I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

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Comprehension (continued)

I can use meaning-seeking strategies to explore the meaning of words in context.

I can use meaning-seeking strategies to explore the meaning of idiomatic and figurative language.

I can identify and comment on a writer's use of language for effect. for example, precisely chosen adjectives, similes and personification.

I can identify grammatical features used by the writer (*rhetorical questions, varied sentence lengths, varied sentence starters, empty words*) to impact on the reader.

I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions.

I can justify inferences with evidence from the text.

I can make predictions from what has been read.

I can summarise the main ideas drawn from a text.

I can identify the effect of the context on a text; for example, historical context or other cultures.

I can identify how language, structure and presentation contribute to the meaning of a text.

I can express a personal point of view about a text, giving reasons.

I can make connections between other similar texts, prior knowledge and experience.

I can compare different versions of texts and talk about their differences and similarities.

I can listen to and build on others' ideas and opinions about a text.

I can present an oral overview or summary of a text.

I can present the author's viewpoint of a text.

I can present a personal point of view based on what has been read.

I can listen to others' personal point of view.

I can explain a personal point of view and give reasons.

I know the difference between fact and opinion.

I can use my knowledge of structure of text type to find key information.

I can use text marking to identify key information in a text.

I can make notes from text marking.

Reading Targets - Comprehension

Exceeding Year 5 Expectations

I can express opinions about a text, using evidence from the text, giving reasons and explanations. (*Point, evidence, explanation*)

I can adapt my own opinion in the light of further reading or others' ideas.

I can identify formal and informal language .

I know the features of different narrative text types, for example, adventure, fantasy, myths.

I can compare texts by the same writer.

I can compare texts by different writers on the same topic.

I can summarise key information from different texts.

I can empathise with different characters' points of view.

I can infer meaning using evidence from the text and wider reading and personal experience.

I can explain how a writer's use of language and grammatical features have been used to create effects and impact on the reader.

I can explain how punctuation marks the grammatical boundaries of sentences and gives meaning.

I know how the way a text is organised supports the purpose of the writing.

I can use scanning and text marking to find and identify key information.