

Information for Parents/Carers

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.

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Reading Targets - Comprehension

Year 5: Reading at Greater Depth

I can read a range of material and show that I can sustain the reading of longer and more demanding books and poetry.

I choose to read widely for pleasure and for different purposes and do so outside lesson time because I want to.

I can express my own ideas about a text, supporting my ideas with evidence from the text and explaining why the evidence justifies my opinion.

I can compare texts by the same writer, drawing out the similarities and differences and compare and evaluate different books.

I can compare texts by different authors and talk authoritatively about their different styles and techniques.

I can explain why a writer has chosen to use specific organisation and structure within their text and say why it supports its purpose.

I am aware that different narratives and non narrative texts have different levels of formality of language and I can explain the reasons for this.

I make use of effective scanning and text marking to aid succinct summaries of key ideas so that information is identified.

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

I infer meaning using evidence from the text I am studying, wider reading and personal experience.