YEAR 5 READING TARGETS

Name:

Word reading	1. I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.			
	2. I can read further exception words, noting the unusual correspondences between spelling and sound.			
	3. I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.			
	4. I can re-read and read ahead to check for meaning			
Comprehension	5. I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories from other cultures and traditions. I can discuss the features of each.			
	6. I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.			
	7. I can identify significant ideas, events and characters; and discuss their significance.			
	8. I can recite poems by heart, e.g. narrative verse, haiku.			
	9. I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.			
	10. I can use meaning-seeking strategies to explore the meaning of words in context.			
	11. I can use meaning-seeking strategies to explore the meaning of idiomatic and figurative language.			
	12. I can identify and comment on a writer's use of language for effect. For example, precisely chosen adjectives, similes and personification.			
	13. I can identify grammatical features used by the writer *(rhetorical questions, varied sentence lengths, varied sentence starters, empty words)* to impact on the reader.			
	14. I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions.			
	15. I can justify inferences with evidence from the text.			
	16. I can make predictions from what has been read.			
	17. I can summarise the main ideas drawn from the text.			
	18. I can identify the effect of the context on the text; for example, historical context or other cultures.			
	19. I can identify how language, structure and presentation contribute to the meaning of the text.			
	20. I can express a personal point of view about a text, giving reasons.			
	21. I can make connections between other similar texts, prior knowledge and experience.			
	22. I can compare different versions of texts and talk about their differences and similarities.			
	23. I can listen to and build on others' ideas and opinions about a text.			
	24. I can present an oral overview or summary of a text.			

	25. I can present the author's viewpoint of a text.			
	26. I can present a personal point of view based on what has been read.			
	27. I can listen to others' personal point of view.			
	28. I can explain a personal point of view and give reasons.			
	29. I know the difference between fact and opinion.			
	30. I can use my knowledge of structure of text type to find key information.			
	31. I can use text marking to identify key information in a text.			
	32. I can make notes from text marking.			
Exceeding	1. I can express opinions about a text, using evidence from the text, giving reasons and explanations *(Point, evidence, explanation)*			
	2 I can adapt my own opinion in light of further reading or others' ideas.			
	3. I can identify formal and informal language.			
	4. I know the features of different narrative text types, for example, adventure, fantasy, myths.			
	5. I can compare texts by the same writer.			
	6. I can compare texts by different writers on the same topic.			
	7. I can summarise key information from different texts.			
	8. I can empathise with different characters' point of view.			
	9. I can infer meaning using evidence from the text and wider reading and personal experience.			
	10. I can explain how a writer's use of language and grammatical features have been used to create effects and impact on the reader.			
	11. I can explain how punctuation marks the grammatical boundaries of sentences and gives meaning.			
	12. I know how the way a text is organised supports the purpose of the writing.			
	13. I can use scanning and text marking to find and identify key information.			