



Year 5 Reading: End of Autumn



Termly Non-Negotiables

Word Reading
I can accurately read a grey or dark blue banded book with greater fluency and confidence.
I can use my knowledge of root words and suffixes to understand the meanings of words .
I can read, spell and understand words in the first two columns of the Year 5 list.
Maintaining positive attitudes to reading
I can make my meaning clear to an audience when performing play scripts aloud. To help me with my planning and rehearsal, I can prepare my script with text marking, colour coding and annotations to show intonation, volume and action.
Understanding
I can identify unfamiliar vocabulary and discuss possible meanings.
I can use punctuation to help me with my intonation and expression when reading aloud, particularly taking note of commas.
I can use a range of active reading strategies to demonstrate my understanding e.g. <i>generating questions to deepen my thinking, noting my thoughts in a reading journal</i> .
I can draw inferences around a character's thoughts and feelings using a piece of evidence identified by the teacher.
I can make sensible predictions using clues from characters' actions and speech.
I can use close reading, re-reading and reading ahead to find evidence to support a statement provided by the teacher. I will be able to discuss and capture my ideas in writing.
I can compare characters within a text e.g. <i>two different characters, or the same character at key points on their journey through a story</i> . I can capture this comparison in writing.
I can distinguish between statements of fact and opinion within a text.
I can locate dates, numbers and names, key words and phrases , headings, lists, bullet points , captions and key sentences by scanning texts in print or on screen.
I can identify the main idea of a paragraph in fiction or non-fiction, and write a statement to summarise it.
I can use the PE (Point + Evidence + Explain) prompt to answer questions and justify responses to the text.
I can analyse conventions of different types of writing e.g. <i>use of rhetorical questions or alliteration in persuasive advertisements</i> .
Evaluating the impact of the author's use of language
I can recognise and use the term simile. I can explain the effect on the reader of the authors' use of similes in fiction and poetry.
Discussion and debate
I can express and give reasons for my opinions and preferences, whilst making active contributions to discussions about fiction and poetry.
I can prepare and deliver a short oral presentation linked to fiction and will explain my understanding of what I have read.

Key Autumn Focus: To develop fluency inc. speed, stamina and self-correction.