



Reading



Name: _____

By the end of Year 5...

Comprehension Targets:

			<ul style="list-style-type: none">* I can give my personal viewpoint and response to a text, with simple reasons for choices.* I refer to the text when explaining my views.
			<ul style="list-style-type: none">* I am beginning to be able to identify and discuss themes across a range of writing. E.g. loss and heroism* I am beginning to identify the success criteria for a range of types of writing, such as the use of the first person in writing diaries and autobiographies.
			<ul style="list-style-type: none">* I can notice similarities and differences in the books I read, for example: genre, theme and plot.
			<ul style="list-style-type: none">* I can recite aloud some poems by heart, with prompts if necessary.
			<ul style="list-style-type: none">* With support, I am beginning to be able to prepare poems and plays for performance.* During performance, I can show some understanding of the text through my intonation, tone, volume and actions.
			<ul style="list-style-type: none">* I re-read books and read ahead to determine meaning.* I can use knowledge of known words to read unknown words.* I understand what has been read and I am beginning to use this to check that the book makes sense.
			<ul style="list-style-type: none">* I am beginning to ask relevant questions to improve understanding.
			<ul style="list-style-type: none">* I am beginning to infer meaning from what has been read, using evidence from the text. With prompts, more detailed responses can be given.
			<ul style="list-style-type: none">* I can use structure and/or content of texts to confirm/make new predictions.
			<ul style="list-style-type: none">* I can locate relevant information and key details to summarise the main ideas of a paragraph.
			<ul style="list-style-type: none">* I am beginning to identify features of different fiction genres, as well as the features and structure of a range of non-fiction texts. E.g. subtitles and headings in explanations and emotive language in persuasion.
			<ul style="list-style-type: none">* I am beginning to understand the difference between literal and figurative language.* I can discuss the effectiveness of the authors' language to create mood and build tension.* I can refer to language and theme to justify my views.
			<ul style="list-style-type: none">* I am building a bank of skills to retrieve information from non-fiction texts, such as using headings, skimming and scanning and text marking.
			<ul style="list-style-type: none">* With support, I can participate in discussions about books; taking turns and responding to what others say.
			<ul style="list-style-type: none">* I understand the difference between facts and opinions in texts.

Decoding Targets:

			<ul style="list-style-type: none">* My knowledge of root words, prefixes and suffixes (morphology and etymology) is beginning to be applied, both to read aloud and to understand the meaning of new words.
			<ul style="list-style-type: none">* I can read and spell the spelling patterns in my Year 5 Curriculum.

