Year 5 Reading Objectives

	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name
1. Word Reading - Fluency and Decoding																																	
5.1.a.1 Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet																																	
5.1.a.2 Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word																																	
5.1.a.3 Read aloud books closely matched to their improving fluency and understanding, sounding out unfamiliar words accurately, automatically and without undue hesitation																																	
5.1.a.4 In Age Appropriate books: read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute																																	
5.1.a.5 prepare readings with appropriate intonation to show their understanding;																																	
5.1.a.6 Read silently and discuss what they have read																																	
5.1.a.7 attempt to match what they decode to words they have already heard but may not have seen in print.																																	
2. Comprehension - (A) Range of Reading																																	
5.2.a.1 Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks																																	
5.2.a.2 Maintain positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes																																	
5.2.a.3 Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books																																	
2. Comprehension - (B) Familiarity of Texts																																	
5.2.b.1 Maintain positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions																																	
5.2.b.2 Maintain positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in and across a wide range of writing																																	
2. Comprehnsion - (C) Poetry and Performance																																	
5.2.c.1 Maintain positive attitudes to reading and understanding of what they read by: learning a wider range of poetry by heart																																	
5.2.c.2 To recognise and find examples of simile / metaphor / alliteration / personification in poems																																	
5.2.c.3 To prepare poems to read aloud and to perform, showing an understanding through intonation,tone and volume so that meaning is clear to the audience.																																	
2. Comprehension - (D) Word Meanings																																	
5.2.d.1 To identify how language is contributing to the meaning of the text or impacts on the reader.																																	
5.2.d.2 To select words and phrases which show how a character is feeling.																																	
5.2.d.3 To recognise different types of vocabulary which has been used for effect or impact.																																	
5.2.d.4 To independently use dictionary in order to decipher meaning from the text.																																	
2. Comprehension - (E) Understanding																																	

5.2.e.1 Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context																														
5.2.e.2 Understand what they read by: asking questions to improve their understanding																														
5.2.e.3 Understand what they read by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas																														
2 Comprehension - (F) Inference																														
5.2.f.1 Understand what they read by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence																														
5.2.f.2 Pupil can draw inferences from their independent reading of age-appropriate texts and explain thinking, returning to text to support opinions: e.g. Mr Napier doesn't seem to believe Ginger and wants to get her in trouble. He asks silly questions and the author says he winks at the children in the playground who are laughing at Ginger. Teachers shouldn't do that, it's childish.																														
5.2.f.3 Justify inferences with evidence from the text.																														
2. Comprehension - (G) Prediction																														
5.2.g.1 Understand what they read by: predicting what might happen from details stated and implied																														
5.2.g.2 Pupil can usually read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader: e.g. I think Ginger will try to set the stray dog free. She is terrified of dogs but she hates to see anything unfair. I know because she just shouted at the school principal for taking down Mr Wong's pictures even though she's scared of him, too.																														
2. Comprehension - (H) Authorial Intent																														
5.2.h.1 Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader																														
5.2.h.2 Understand what they read by: identifying how language, structure and presentation contribute to meaning																														
5.2.h.3 Identify grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact on the reader.																														
2. Comprehension - (I) Non Fiction																														
5.2.i.1 Distinguish between statements of fact and opinion																														
5.2.i.2 Retrieve, record and present information from non-fiction																														
5.2.i.3 Pupil can usually identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts on paper and on screen to answer them. Usually records information in a form that can be easily retrieved. Usually presents information in ways that are coherent and useful to themselves and others: e.g. has a range of models for making notes like spidergrams or a grid of boxes with labels and can quickly find any recorded information for later use.																														
5.2.i.4 To retrieve key vocabulary for the text and explain the meaning in context.																														
2. Comprehension - (J) Discussing Reading																														
5.2.j.1 Maintain positive attitudes to reading and understanding of what they read by: recommending books that they have read to their peers, giving reasons for their choices																														
5.2.j.2 Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously																														
5.2.j.3 Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary																														
5.2.j.4 Provide reasoned justifications for their views																														

5.2.j.4 Express a personal point of view about a text, giving reasons.																															
5.2.j.5 Present the author's viewpoint of a text.																															
3. Greater Depth Statements (Focus Education) Above 110 scaled score																															
5.3.1 Express opinions about a text, using evidence from the text, giving reasons and explanations. Point, evidence, explanation. (PEE)																															
5.3.2 Adapt own opinion in the light of further reading or others' ideas.																															
5.3.3Identify formal and informal language .																															
5.3.4 Know the features of different narrative text types, for example, adventure, fantasy, myths.																															
5.3.5 Compare texts by the same writer.																															
5.3.6 Compare texts by different writers on the same topic.																															
5.3.7 Summarise key information from different texts.																															
5.3.8 Empathise with different character's points of view.																															
5.3.9 Infer meaning using evidence from the text and wider reading and personal experience.																															
5.3.10 Explain how a writer's use of language and grammatical features have been used to create effects and impact on the reader.																															
5.3.11 Explain how punctuation marks the grammatical boundaries of sentences and gives meaning.																															
5.3.12 Know how the way a text is organised supports the purpose of the writing.																															
5.3.13 Use scanning and text marking to find and identify key information.																															
2) Comprehension Note for references to 'age-appropriate' texts: The English programmes of study: key stages 1 and 2 (page 26) states that 'The knowledge and skills that pupils need in order to comprehend are very similar at different ages. That is why the programme of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.' It goes on to say (page 35) that 'Pupils should continue to apply what they have already learnt to more complex writing.' For this reason, the 'What to look for' descriptors read very similarly across the year groups for comprehension, so progression is achieved by increasing the complexity and challenge of what pupils are being asked to read and the questions they are being asked to discuss. The examples given are drawn from 'age-appropriate' texts. Pupils should not be assessed as meeting or exceeding expectations if they are not reading and discussing texts suitable to their age group.																															