

For Skills to be awarded they should be completely embedded and demonstrated in a range of contexts and learning experiences.



Year 5 Reading Checklist

Name: _____

Class: _____

Autumn Skills	Achieved	Spring Skills	Achieved	Summer Skills	Achieved
Word Reading		Word Reading		Word Reading	
I can read longer texts with sustained concentration, tackling unfamiliar words independently using knowledge of phonics and other similar or related words		I can read aloud clearly, conveying meaning well by intonation		I am beginning to read demanding texts independently, competently and fluently	
Comprehension – Information Finders		I know how to work out the pronunciation of homographs using the context of the sentence (e.g. <i>read</i> and <i>read</i>)		I can cope with different features of language used in poems and prose, for example, dialect	
I can use skimming and scanning to locate information quickly and confidently		Comprehension – Information Finders		Comprehension – Information Finders	
I can locate specific words or phrases to give particular information in response to questions about the text		I can discuss my understanding of a text		I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	
I can ask questions to improve my understanding		I can prepare for factual research by locating the relevant source to use		I can distinguish between statements of fact and opinion	
Comprehension – Text Detectives		I can retrieve, record and present information from non-fiction		Comprehension – Text Detectives	
I can respond to issues raised in stories and explore alternative courses of action		Comprehension – Text Detectives		I usually refer to the text when explaining viewpoints and reasons	
I am beginning to use inference and deduction based on implicit information drawn from the text		I can usually justify predictions I have made by referring to the text		I can respond critically to the events/issues in stories, explaining my viewpoint with reference to the text and evaluating the author's solution	
Comprehension – Text Builders		I can use my knowledge of fiction and non-fiction genres to make and confirm predictions of either structure or content		Comprehension – Text Builders	
I can recognise complex sentences		Comprehension – Text Builders		I can read for a variety of purposes, across texts that are structured in different ways	
I can understand narrative order and chronology, tracking the passing of time in stories		I know how style and vocabulary are linked to the purpose of the text, e.g. exaggerated writing in persuasive text		I can identify clearly the main features of different fiction genres	
Comprehension – Language Thinkers		Comprehension – Language Thinkers		Comprehension – Language Thinkers	
I can recognise the use and effect of patterned language in text		I can discuss the effectiveness and meaning of figurative language, used to create a particular effect		I can interpret the effect the choice of language has to create moods, build tension etc.	
I understand how commas, conjunctions and full stops are used to join and separate clauses and I can use them to maintain understanding when reading		Comprehension – Becoming a Writer		Comprehension – Becoming a Writer	
I can apply my knowledge of the different uses of the apostrophe to maintain understanding		I can empathise with points of view in the text to enrich my understanding		I can begin to evaluate texts by comparing how different sources treat the same information	
Comprehension – Becoming a Writer		I can talk about the author's techniques for describing characters, settings and actions		I can identify the author's purpose by gaining a general overview of the text	
I can identify and comment on different points of view in a text		Comprehension – Historians and Geographers		Comprehension – Historians and Geographers	
Comprehension – Historians and Geographers		I can compare the opening of a particular novel with the beginning of other novels read recently		I can identify themes across a range of texts – social, cultural and historical	
I can talk about the themes in a story and recognise thematic links with other texts		I can recommend books to my peers, giving reasons for my choices			