Reading

Name: _____

By the end of Year 5…

Comprehension Targets				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.
				***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.
				I can notice similarities and differences in the books I read, for example: **genre, theme and plot.**
				I can recite aloud some **poems by heart**, with prompts if necessary.
				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**.
				***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.**
				I am beginning to **ask relevant questions** to improve understanding.
				I am beginning to **infer meaning** from what has been read, using evidence from the text. With prompts, more detailed responses can be given.
				I can use structure and/or content of texts to **confirm/make new predictions**.
				***I** can locate relevant information and key details to **summarise the main ideas** of a paragraph.
				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.
				***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 to refer to **language and theme** to justify my views.
				I am building a bank of skills to **retrieve information** from non-fiction texts, such as using headings, skimming and scanning and text marking.
				With support, I can **participate in discussions** about books; taking turns and responding to what others say.
				I understand the difference between **facts and opinions** in texts.
Decoding Targets				***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.
				I can **read and spell the spelling patterns** in my Year 5 Curriculum.