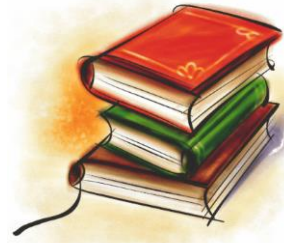




# Reading



Name: \_\_\_\_\_

*By the end of Year 5...*

<b>Comprehension Targets</b>				I can <b>give my personal viewpoint</b> and response to a text, with simple reasons for choices.
				I <b>refer to the text</b> when explaining my views.
				*I am beginning to be able to <b>identify and discuss themes</b> across a range of writing. E.g. loss and heroism
				*I am beginning to identify the <b>success criteria for a range of types of writing</b> , 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: <b>genre, theme and plot</b> .
				I can recite aloud some <b>poems by heart</b> , with prompts if necessary.
				With support, I am beginning to be able to <b>prepare poems and plays for performance</b> .
				During performance, I can show some understanding of the text through my <b>intonation, tone, volume and actions</b> .
				*I <b>re-read books and read ahead to determine meaning</b> .
				*I can use <b>knowledge of known words to read unknown words</b> .
				*I understand what has been read and I am beginning to use this <b>to check that the book makes sense</b> .
				I am beginning to <b>ask relevant questions</b> to improve understanding.
				I am beginning to <b>infer meaning</b> 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 <b>confirm/make new predictions</b> .
				*I can locate relevant information and key details to <b>summarise the main ideas</b> of a paragraph.
				I am beginning to <b>identify features of different fiction genres</b> , as well as the <b>features and structure of a range of non-fiction texts</b> . E.g. subtitles and headings in explanations and emotive language in persuasion.
				*I am beginning to understand the difference between <b>literal and figurative language</b> .
				*I can <b>discuss the effectiveness of the authors' language</b> to create mood and build tension.
				*I can refer to <b>language and theme</b> to justify my views.
				I am building a bank of skills to <b>retrieve information</b> from non-fiction texts, such as using headings, skimming and scanning and text marking.
			With support, I can <b>participate in discussions</b> about books; taking turns and responding to what others say.	
			I understand the difference between <b>facts and opinions</b> in texts.	
<b>Decoding Targets</b>				*My <b>knowledge of root words, prefixes and suffixes</b> (morphology and etymology) is beginning to be applied, both to read aloud and to understand the meaning of new words.
				I can <b>read and spell the spelling patterns</b> in my Year 5 Curriculum.