

Year 5 READING

Aspect	Autumn	Spring	Summer
Applying Phonics	<ul style="list-style-type: none"> • I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • I read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. 		
Reading for Pleasure – Maintaining a positive attitude about reading	<ul style="list-style-type: none"> • I know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts. • I know that these are structured in different ways. • I know that non-fiction texts are structured to guide the reader to information. • I can explain how the structure guides the reader to find specific information. • I find words and language that 	<ul style="list-style-type: none"> • I discuss and explain how and why they have different structures. • I can explain why I enjoyed a book or poem and who might also enjoy it. • I evaluate the usefulness of a non-fiction book to research questions raised. • I understand that a writer moves events forward through a balance of dialogue action and description. • I record effective words and 	<ul style="list-style-type: none"> • I can explore how dialogue is used to develop character. • I can explore how actions are added to dialogue to move events forward. • I understand that writers use language for precise effect. • I understand that this may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors, personification etc. • I understand that a writer uses different sentence structures and

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	<p>are used for effect.</p> <ul style="list-style-type: none"> I can explain how the words and language create a precise effect. 	<p>language from reading to use in my own writing.</p>	<p>techniques to create effects.</p> <ul style="list-style-type: none"> I can explore the structures and techniques used. For example, short sentences, rhetorical questions, ellipsis, flashbacks. I can record examples of effective techniques and structures from reading to use in my writing.
Reading for Pleasure - Comprehension	<ul style="list-style-type: none"> I understand that there will be unfamiliar words in the texts I read. I use dictionaries to check or find the meaning of unfamiliar words. I ask questions to improve my understanding. I re-read to check that the text is meaningful. I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text. 	<ul style="list-style-type: none"> I use meaning-seeking strategies to explore the meaning of words in context. I understand that inferences can be drawn from different parts of the text. I justify inferences with evidence from the text. I can make predictions from evidence found and implied information. I summarise the main ideas drawn from a text. 	<ul style="list-style-type: none"> I use meaning – seeking strategies to explore the meaning of idiomatic and figurative language. I understand that inferences can be made by reading between and beyond the lines. I know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. I can explain how the context of a text reflects the reaction of the audience it was written for.
Reading for Pleasure – Justifications for views	<ul style="list-style-type: none"> I can give a personal point of view about a text. I can explain the reasons for my viewpoint, using evidence from the text. I listen to others' ideas and 	<ul style="list-style-type: none"> I build on others' ideas and opinions about a text in discussion. I question others' ideas about a text. I can compare different versions 	<ul style="list-style-type: none"> I evaluate the effectiveness of different versions of texts.

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	<p>opinions about a text.</p> <ul style="list-style-type: none"> • I make connections between other similar texts, prior knowledge and experience. • I can explain why there are connections, using evidence. • I can compare books with similar themes. 	<p>of texts.</p> <ul style="list-style-type: none"> • I can explain the similarities and differences between different versions of texts. • I can explain how books written in different contexts can have similar themes. 	
Retrieving information from text	<ul style="list-style-type: none"> • I identify key information from my text. • I summarise key information in sentences. • I can find key information from different parts of the text. • I understand the difference between fact and opinion. • I can find examples of fact and opinion in texts and explain why one is fact and the other opinion. 	<ul style="list-style-type: none"> • I use skimming and scanning to find the information I need. • I make notes on the information I need. • I can organise my notes and present information. • I summarise key information from different parts of the text. • I present an oral overview or summary of a text. • I understand that a narrative can be told from different points of view – narrator, character. • I identify the point of view in a narrative. • I understand that the writer may have a viewpoint. 	<ul style="list-style-type: none"> • I can explore how events are viewed from another perspective. • I can explain the writer's viewpoint with evidence from the text. • I identify the writer's viewpoint, for example, how different characters are presented.

Working at a HIGHER STANDARD (Greater Depth)

YEAR 5 READING

Phonics/ Words	Comprehension	Reading for Enjoyment
<ul style="list-style-type: none"> • I read a range of material and show that I can sustain the reading of longer and more demanding books and poetry. • I make use of effective scanning and text marking to aid succinct summaries of key ideas so that information is identified. 	<ul style="list-style-type: none"> • I infer meaning using evidence from the text I'm studying, wider reading and personal experience. • I adapt my own opinion in the light of further reading or others' ideas. 	<ul style="list-style-type: none"> • I choose to read widely for pleasure and for different purposes and do so outside lesson time because I want to.
<ul style="list-style-type: none"> • I add value to my reading by using my personal knowledge and context to read between and beyond the lines. • I recognise that there may be times that my interpretation of the text may need to be reviewed in light of new information. • I express my own ideas about a text, supporting my ideas with evidence from the text and explain why the evidence justifies my opinion. • I compare texts by the same author, drawing out similarities and differences, comparing and evaluating different books when doing so. • I compare texts by different authors and talk authoritatively about their different styles and techniques. • I recognise some of the techniques and strategies used by authors to help bring a character to life or to create a precise setting. 		