**Information for Parents/Carers**

**Reading Targets**

**A Year 5 Reader**

**Page 1**

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| **Word Reading** |
| I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. |
| I can read further exception words, noting the unusual correspondences between spelling and sound. |
| I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. |
| I can re-read and read ahead to check for meaning. |
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| **Comprehension** |
| I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each. |
| I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are. |
| I can identify significant ideas, events and characters; and discuss their significance.  |
| I can recite poems by heart, e.g. narrative verse, haiku. |
| I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. |

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**Reading Targets**

**A Year 5 Reader**

**Page 2**

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| **Comprehension (continued)** |
| I can use meaning-seeking strategies to explore the meaning of words in context.  |
| I can use meaning-seeking strategies to explore the meaning of idiomatic and figurative language.  |
| I can identify and comment on a writer’s use of language for effect. for example, precisely chosen adjectives, similes and personification.  |
| I can identify grammatical features used by the writer (*rhetorical questions, varied sentence lengths, varied sentence starters, empty words*) to impact on the reader. |
| I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions.  |
| I can justify inferences with evidence from the text. |
| I can make predictions from what has been read. |
| I can summarise the main ideas drawn from a text.  |
| I can identify the effect of the context on a text; for example, historical context or other cultures. |
| I can identify how language, structure and presentation contribute to the meaning of a text.  |
| I can express a personal point of view about a text, giving reasons. |
| I can make connections between other similar texts, prior knowledge and experience. |
| I can compare different versions of texts and talk about their differences and similarities. |
| I can listen to and build on others’ ideas and opinions about a text. |
| I can present an oral overview or summary of a text. |
| I can present the author’s viewpoint of a text. |
| I can present a personal point of view based on what has been read. |
| I can listen to others’ personal point of view. |
| I can explain a personal point of view and give reasons. |
| I know the difference between fact and opinion. |
| I can use my knowledge of structure of text type to find key information. |
| I can use text marking to identify key information in a text. |
| I can make notes from text marking. |

**Information for Parents/Carers**

**Reading Targets - Comprehension**

**Exceeding Year 5 Expectations**

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| I can express opinions about a text, using evidence from the text, giving reasons and explanations. (Point, evidence, explanation) |
| I can adapt my own opinion in the light of further reading or others’ ideas. |
| I can identify formal and informal language . |
| I know the features of different narrative text types, for example, adventure, fantasy, myths. |
| I can compare texts by the same writer. |
| I can compare texts by different writers on the same topic. |
| I can summarise key information from different texts. |
| I can empathise with different characters’ points of view. |
| I can infer meaning using evidence from the text and wider reading and personal experience. |
| I can explain how a writer’s use of language and grammatical features have been used to create effects and impact on the reader. |
| I can explain how punctuation marks the grammatical boundaries of sentences and gives meaning. |
| I know how the way a text is organised supports the purpose of the writing. |
| I can use scanning and text marking to find and identify key information. |