



A Year 5 Reader - Reading Targets

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.

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.

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.

Reading Targets - Comprehension

Exceeding Year 5 Expectations

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 has 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.

A Year 6 Reader - Reading Targets

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 use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.

I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.

I can read fluently, using punctuation to inform meaning.

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 books that are structured in different ways.

I can recognise texts that contain features from more than one text type.

I can evaluate how effectively texts are structured and presented.

I can read non-fiction texts to help with my learning.

I read accurately and check that I understand.

I can recommend books to others and give reasons for my recommendation.

I can identify themes in texts.

I can identify and discuss the conventions in different text types.

I can identify the key points in a text.

I can recite a range of poems by heart, e.g. narrative verse, sonnet.

I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

I can identify and comment on the writer's choice of vocabulary, giving examples and explanation.

I can identify and explain how writers use grammatical features for effect; for example, the use of short sentences to build tension.

I can show awareness of the writer's craft by commenting on use of language, grammatical features and structure of texts.

I can express a personal point of view about a text, giving reasons linked to evidence from texts.

I can raise queries about texts.

I can make connections between other similar texts, prior knowledge and experience and explain the links.

I can compare different versions of texts and explain the differences and similarities.

I listen to others' ideas and opinions about a text.

I can build on others' ideas and opinions about a text in discussion.

I can explain and comment on explicit and implicit points of view.

I can summarise key information from different parts of a text.

I can recognise the writer's point of view and discuss it.

I can present a personal point of view based on what has been read.

I can present a counter-argument in response to others' points of view.

I can provide reasoned justifications for my views.

I can refer to the text to support opinion.

Continued below.....

- I can distinguish between statements of fact and opinion.
- I can find information using skimming to establish the main idea.
- I can use scanning to find specific information.
- I can text mark to make research efficient and fast.
- I can organise information or evidence appropriately.

Reading Targets - Comprehension

Exceeding Year 6 Expectations

- I can explain the structural devices used to organise a text.
- I can comment on the structural devices used to organise the text.
- I can read several texts on the same topic to find and compare information.
- I can explain the main purpose of a text and summarise it succinctly.
- I can draw inferences from subtle clues across a complete text
- I can recognise the social, historical and cultural impact on the themes in a text.
- I can comment on the development of themes in longer novels.
- I can compare and contrast the styles of different writers with evidence and explanation.
- I can evaluate the styles of different writers with evidence and explanation.
- I can prepare poems and plays to read aloud and to perform, using body language, tone, pitch and volume to engage the audience.
- I can compare and contrast the language used in two different texts.
- I can identify the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes.

- I can evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes.
- I can identify how writers manipulate grammatical features for effect.
- I can analyse why writers make specific vocabulary choices.
- I can give a personal response to a range of literature and non-fiction texts, stating preferences and justifying them.
- I can explain how and why a text has impact on a reader.
- I can identify how characters change during the events of a longer novel.
- I can explain the key features, themes and characters across a text.

I can compare and contrast characters, themes and structure in texts by the same and different writers.

I can explain the author's viewpoint in a text and present an alternative point of view.

I can explain an opinion, referring to the text to justify it; (*Point, evidence, explanation*).

I can present a counter-argument in response to others' points of view using evidence from the text and explanation (*Point, evidence, explanation*)

I can use a combination of skimming, scanning and text marking to find and collate information.

I can re-present collated information.