

**YEAR 5 READING TARGETS - NON NEGOTIABLES**

PUPIL \_\_\_\_\_

TERM \_\_\_\_\_

<p><b><u>Use a range of strategies, decoding of text. (Word reading)</u></b></p> <ol style="list-style-type: none"> <li>1. I can apply knowledge of root words, prefixes &amp; suffixes to read aloud</li> <li>2. I can read further exception words, noting the unusual correspondence between spelling and sound.</li> <li>3. I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</li> <li>4. I can re-read and read ahead to check for meaning.</li> </ol>						
<p><b><u>COMPREHENSION</u></b>  <b><u>Understanding and selecting information;</u></b>  <b><u>Quotation use.</u></b></p> <ol style="list-style-type: none"> <li>5. I am familiar with and can talk about a wide range of books and texts - myths, legends, traditional stories etc.</li> <li>6. I can identify significant ideas, events, characters and discuss their significance.</li> <li>7. I can recite different poems by heart.</li> <li>8. I can prepare poems and plays to read aloud &amp; perform, showing understanding through intonation, tone, volume and action.</li> </ol>						
<p><b><u>COMPREHENSION</u></b>  <b><u>Infer, deduce and interpret from texts</u></b></p> <ol style="list-style-type: none"> <li>9. I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions.</li> <li>10. I can justify inferences with evidence from the text.</li> <li>11. I can make predictions from what has been read.</li> <li>12. I can summarise the main ideas drawn from a text.</li> <li>13. I can express a personal point of view about a text, giving reasons.</li> <li>14. I can make connections between other similar texts, prior knowledge and experience.</li> <li>15. I can compare different versions of texts and talk about their differences and similarities.</li> </ol>						

<p><b><u>Structure and organisation of a text</u></b></p> <p>16. I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.</p> <p>17. I can identify how language, structure and presentation contribute to the meaning of a text.</p> <p>18. I can use knowledge of structure of text type to find key information.</p> <p>19. I can use text marking to identify key information in a text.</p>						
<p><b><u>Use of language - word &amp; sentence level</u></b></p> <p>20. I can use meaning-seeking strategies to explore the meaning of words in context.</p> <p>21. I can use meaning - seeking strategies to explore the meaning of idiomatic and figurative language.</p> <p>22. I can identify and comment on writer's use of language for effect for example, precisely chosen adjectives, similes and personification.</p> <p>23. I can identify grammatical features used by writer - rhetorical questions, varied sentence lengths, varied sentence starters, empty words -to impact on the reader.</p>						
<p><b><u>Writers' purposes and viewpoint - overall effect on the reader</u></b></p> <p>24. I can listen to and build on others' ideas and opinions about a text.</p> <p>25. I can present an oral overview or summary of a text.</p> <p>26. I can present the author's viewpoint of a text.</p> <p>27. I can listen to others' personal point of view.</p> <p>28. I can explain a personal point of view and give reasons.</p> <p>29. I know the difference between fact and opinion.</p>						
<p><b><u>Social, cultural and historical links</u></b></p> <p>30. I can identify the effect of the context on a text. for example, historical or other cultures.</p>						