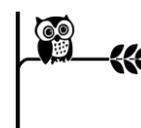


# Reading Targets

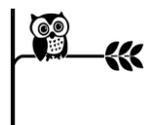
Pupil's Name: \_\_\_\_\_

## Year 5 Expected

TARGETS	SECURE
<b>Word Reading</b>	
<b><u>I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</u></b>	
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.	
<b>Comprehension</b>	
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.	
<b><u>I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.</u></b>	
<b><u>I can identify significant ideas, events and characters; and discuss their significance.</u></b>	
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.	
<b><u>I can use meaning-seeking strategies to explore the meaning of words in context.</u></b>	
<b><u>I can use meaning -seeking strategies to explore the meaning of idiomatic and figurative language.</u></b>	
<b><u>I can identify and comment on a writer's use of language for effect, for example, precisely chosen adjectives, similes and personification.</u></b>	
I can identify grammatical features used by the writer ( <i>rhetorical questions, varied sentence lengths, varied sentence starters, empty words</i> ) to impact on the reader.	
<b><u>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions.</u></b>	
<b><u>I can justify inferences with evidence from the text.</u></b>	
<b><u>I can make predictions from what has been read.</u></b>	
<b><u>I can summarise the main ideas drawn from a text.</u></b>	
<b><u>I can identify the effect of the context on a text; for example, historical context or other cultures.</u></b>	
<b><u>I can identify how language, structure and presentation contribute to the meaning of a text.</u></b>	
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.	
<b><u>I can compare different versions of texts and talk about their differences and similarities.</u></b>	
I can listen to and build on others' ideas and opinions about a text.	
<b><u>I can present an oral overview or summary of a text.</u></b>	



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.	
<u>I can explain a personal point of view and give reasons.</u>	
<u>I know the difference between fact and opinion.</u>	
<u>I can use my knowledge of structure of text type to find key information.</u>	
<u>I can use text marking to identify key information in a text.</u>	
<u>I can make notes from text marking.</u>	



# Reading Targets

Pupil's Name: \_\_\_\_\_

## Year 5 Greater Depth

TARGETS	SECURE
I can express opinions about a text, using evidence from the text, giving reasons and explanations. <i>(Point, evidence, explanation)</i>	
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 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 can use scanning and text marking to find and identify key information.	

