

Year 5 National Standards
READING
TARGET GRIDS

I determine the meaning of new words by applying knowledge of the root words, prefixes and suffixes as listed in the English programmes of study.

I demonstrate appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry.

I fluently and effortlessly read a range of age appropriate texts (lime, brown and black), including novels, stories, plays, poetry, non-fiction, reference books and text books

I am able to understand root words, prefixes and suffixes and locate examples in a text.

I am increasing my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

I can read and discuss books that are structured in different ways and for a range of purposes.

I continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

I can learn a range of poetry by heart.

I can make comparisons within and across books.

I can recommend books that I have read to my peers, giving reasons for my choices.

I can identify and discussing themes and conventions in and across a range of writing.

I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with some evidence.

I can ask questions to improve my understanding of the text.

I am beginning to check that the text makes sense to me, discussing my understanding and explaining the meaning of words in context.

I can predict what might happen from details stated and implied.

I can distinguish between statements of fact and opinion.

I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

I am beginning to identify how language, structure and presentation contribute to meaning.

I am beginning to summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

I can explain and discuss my understanding of what I have read.

I participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously.

I can participate in discussions about books that are read to me and those I can read for myself.

I can retrieve, record and present information from non-fiction.

I am beginning to provide more reasoned justifications for my views.

I am beginning to explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Word Reading

Comprehension

Comprehension

Comprehension

Comprehension

Comprehension

Comprehension