



Yorkmead School Year 5 Reading Targets

Read for Success - Read for Life

	Emerging	Expected	Exceeding
Reading and Attitude	<p>I can recognise and read a full range of prefix and suffixes.</p> <p>I can read aloud clearly, conveying meaning and with intonation.</p> <p>I can respond to more sophisticated punctuation, e.g. ; : . . .</p> <p>I can recite a wide range of poems from memory to an audience.</p> <p>I can select texts and other sources based on purpose.</p> <p>I can ask questions to deepen my understanding of a text.</p>	<p>I can identify complex sentences.</p> <p>I can understand how the meaning of sentences is shaped by word order, punctuation and connectives.</p> <p>I can read a range of fiction, poetry, plays and non-fiction.</p> <p>I can read for a range of purposes e.g. pleasure, research etc.</p> <p>I can use the information on the cover, blurb etc. to make informed choices about what I read.</p>	<p>I can use knowledge of word, roots, derivations and spelling patterns to read unfamiliar words.</p> <p>I can describe and review my own reading habits.</p> <p>I can read aloud with confidence, for a range of purpose and taking account of the audience.</p> <p>I understand how complex sentences are structured and punctuated.</p> <p>I read differently when reading for different purposes, e.g. scanning, skimming, reflective reading.</p>
Understanding	<p>I can sometimes 'read between the lines' for (hidden) meanings without being directly told by the writer.</p> <p>I can empathise with characters' behaviours and motives to deepen my understanding.</p> <p>I can check that what I read makes sense. I can discuss the meaning of words in context.</p> <p>I can make predictions based on stated facts and those implied.</p> <p>I can draw on inferences about characters and justify these with evidence from the text.</p>	<p>I can use different parts of the text to find hidden meanings without being directly told by the writer.</p> <p>I can refer to the text to justify my opinions and predictions.</p> <p>I can show by my answers that I can read beyond the text.</p> <p>I am using inference and deduction to deepen my understanding.</p> <p>I can respond to issues raised in stories and suggest other courses of action.</p>	<p>I can discuss the meaning of words in context.</p> <p>I can draw inferences such as inferring character's feelings, thoughts and motives from their actions.</p> <p>I will continue to make predictions based on what is stated and implied.</p> <p>I can discuss plot and understand complications and how these are resolved.</p> <p>I can critically explore issues raised within a text, including actions and solutions.</p>

<p>Features</p>	<p>I understand the purpose of, and can use, an index, list, glossary and key. I am beginning to understand the features of explanations and persuasion.</p>	<p>I can recognise ways in which a text is deliberately set out or ordered, or its use of presentational devices (such as recalling previous events or the use of bullet points, chapters etc.). I can understand narrative order and chronology, including the passing of time.</p>	<p>I understand that language, structure and presentation contribute to meaning. I can describe features of the range of fiction writing. I can prepare for factual research by evaluating what I know and use my knowledge of non-fiction texts to locate suitable sources of information.</p>
<p>Language</p>	<p>I can discuss the effectiveness and meaning of figurative language, used for effect. I can identify and discuss the use of patterned language. I can discuss words and phrases that capture the reader's interest.</p>	<p>I can pick out some examples of powerful and effective word and sentence choices made by a writer. I know that style and vocabulary are linked to the purpose of the text, e.g. persuasive text, journalistic writing etc.</p>	<p>I can say why a word or phrase is more powerful than another. I am beginning to understand the different range of language used in poetry and prose, e.g. dialect, colloquialism etc. I can discuss the effect that the choice of language has on a text, e.g. mood, tension.</p>
<p>Viewpoint and Purpose</p>	<p>I can identify and discuss different points of view in a text. I can discuss the plot, including problems and how these are resolved.</p>	<p>I can pick out the writer's main ideas and describe them. I can identify the writer's point of view. I can talk about the author's techniques for describing characters, settings and actions.</p>	<p>I can say how the writing has an effect on the reader. I can evaluate a text referring to passages to support my opinion. I can discuss how different sources treat the same subject.</p>
<p>Compare</p>	<p>I can take part in discussions about books, including comparison and debate. I can identify themes and conventions in a wider range of reading. I am able to make critical comparisons between texts and evaluate their usefulness. I can recognise if texts are set in similar types of places or times.</p>	<p>I can use the text to say where and when a story is set. I know a range of text types including myths, legends, traditional stories, modern fiction etc. and understand features of these. I can find themes in a story and make thematic links with other texts read. I can compare openings of texts and discuss the effect they have on the reader.</p>	<p>I know a range of text types including modern fiction, literature from our literary heritage, literature from other cultures and traditions etc. and understand features of these. I can identify features common to different texts (e.g. characters, setting, presentational features). I can make links / references to social, cultural and historical themes in texts.</p>