

Year 5 Reading Targets

I can...	Evidence		
read aloud and understand the meaning of new words across a wide range of texts.			
decode most new words, making a good approximation of the word's pronunciation			
sometimes distinguish between fact and opinion.			
participate in discussion about a widening range of longer and more challenging fiction, poetry, plays, non-fiction and reference books that I have read for myself, expressing views and preferences, justifying them by reference to the text, drawing on, comparing and contrasting examples.			
read books that are structured differently for a range of purposes, with independence.			
independently make comparisons within and between books, comparing characters, considering viewpoints of authors and of fictional characters.			
can identify some genres: e.g. fantasy, adventure, comedy, science fiction.			
recognise and discuss themes and conventions: e.g. heroism or loss and continue to learn the conventions of different types of writing such as first person in autobiography.			
learn by heart a wide range of poems.			
prepare, read aloud and perform poems and play scripts showing understanding of intonation, tone, volume.			
monitor reading of texts for sense and self-correct when I misread and can sometimes explore how the same word can have different meanings in different contexts.			
usually ask questions to improve my understanding when independently reading			
identify the main ideas in paragraphs and can usually summarise, including most of the main ideas in a series of sentences using my own words and key vocabulary from the text.			
draw inferences from my independent reading and explain thinking, returning to text to support opinions.			
usually read 'between the lines' when independently reading and draw on my experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader.			
usually identify language, including figurative language the writer has chosen for impact and usually discuss and evaluate the impact			

usually identify distinctive language, structural and presentational features in my independent reading of texts and sometimes demonstrate my understanding of how these help the reader draw meaning from the text. I can distinguish between fact and opinion: e.g. is able to identify that some statements are not backed up with evidence and others are.			
usually identify questions to be answered beforehand and use the specific features of non-fiction texts on paper and on screen to answer the; usually record information in a form that can be easily retrieved; usually present information in ways that are coherent and useful to myself and others.			
usually share my opinions about books I have read independently and make appropriate recommendations to my peers, giving reasons for their choices			
usually take part in discussions about books I have read or had read to them.			
explain and discuss my understanding of what they have read, through formal presentations and debates.			
provide explanations for my views.			
almost always identify the main ideas in paragraphs and can routinely summarise the content of these.			