

<b>Y5 Reading Objectives</b>	<b>Child Speak Target</b>
[KEY] Apply their initial knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	<i>I use some of the words and word parts that understand already to think about what new words mean and sound like.</i>
[KEY] Increasing their familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	<i>I am becoming familiar with a range of books.</i>
[KEY] Checking that a text makes sense to them, discussing their understanding and exploring the meaning of words in context.	<i>I check my understanding of a text through discussion and exploring the meaning of words.</i>
[KEY] Beginning to make simple summaries of the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	<i>I am able to make simple summaries of a given number of paragraphs I have read.</i>
[KEY] Beginning to retrieve, record and present information from non-fiction.	<i>I can find and make notes on information from non-fiction.</i>
[KEY] Begin to participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.	<i>I am beginning to participate in discussions about books I have read by listening to others' ideas.</i>
[KEY] Beginning to provide reasoned justifications for their views.	<i>I am able to explain my views.</i>
Continuing to read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. [Reads for sustained period]	<i>I read and discuss a range of fiction, poetry, plays, non-fiction and reference books.</i>
Reading books that are structured for a range of purposes.	<i>I understand books are set out in different ways for different purposes.</i>
Recommending books that they have read to their peers, beginning to give reasons for their choices.	<i>I recommend books I have read to my friends.</i>

Identifying and discussing themes and conventions in and across a range of writing.	<i>I am able to identify and discuss themes across a range of writing.</i>
Beginning to make comparisons within and across books.	<i>I can make simple comparisons across books I have read.</i>
Learning a range of poetry by heart.	<i>I have learnt a few poems by heart.</i>
Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	<i>I am able to read aloud and perform poems and plays.</i>
Beginning to ask questions to improve their understanding.	<i>I can ask questions about what I have read.</i>
Beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	<i>I can see that characters do the things they do because of their feelings.</i>
Beginning to predict what might happen from details stated and implied.	<i>I can predict what may happen in a story by thinking about what has happened up to now.</i>
Beginning to identify how language, structure and presentation contribute to meaning.	<i>I can show how words, phrases and structure all contribute to make different meanings in texts I read.</i>
Beginning to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	<i>I know authors use words or phrases which will have impact on a reader.</i>
Beginning to distinguish between statements of fact and opinion.	<i>I know the difference between a fact and an opinion.</i>

Beginning to explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and beginning to use notes where necessary.	<i>I can debate topics I have read about.</i>