

Year 5 Annual Reading Targets

All the targets below are to be achieved through age-appropriate texts

- I can read aloud and understand the meaning of new words by using my prior knowledge of words.
- I can decode most new words that I may not usually use when speaking, making a good attempt at pronunciation.
- I join in with discussion about fiction, poetry, plays, non-fiction and reference books
- I can express views and preferences, justifying them with evidence from the text drawing on, comparing and contrasting examples.
- I can make comparisons within and between books, comparing characters and considering viewpoints of authors and of fictional characters.
- I can retell a wide range of stories and myths, providing detail which is interesting and appropriate.
- I can identify some genres: e.g. fantasy, adventure, comedy, science fiction.
- I can identify and discuss themes and conventions in a range of texts.
- I know by heart a wide range of poems.
- I can prepare, read aloud and perform age-appropriate poems and play scripts showing

understanding of intonation, tone, volume. e.g. kennings, limericks, narrative poems.

- I check what I have read makes sense, self-correct when needed and explore how a known word can have different meanings in a new context.
- I ask questions to improve my understanding.
- I can identify and summarise the main ideas in paragraphs and chapters.
- I can make inferences and explain my thinking, using the text to support opinions.
- I can modify inferences through discussion with others.
- I can draw on my experience of similar texts to predict what might happen next and identify clues the writer has planted for the reader.
- I can identify language, including figurative language the writer has chosen for impact and usually discuss and evaluate the impact on myself as a reader.
- I can identify distinctive language, structural and presentational features in my own reading, sometimes showing 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.

- I can share my opinions about books I have read independently and make appropriate recommendations to my peers, giving reasons for my choices.
- I can discuss my reading in groups and with the whole class and can respond to and build on what others say. I am able to take on specific roles within a group discussion.
- I can explain and discuss my understanding of what I have read, through formal presentations and debates.

Year 5 Annual Writing Targets

- I can write down ideas quickly, with mostly accurate punctuation, spelling and grammar.
- I use varied and appropriate vocabulary description of settings, characters and atmospheres.
- I use paragraphs to organise information and ideas around a theme.
- I integrate dialogue to convey character and/or advance the action in narratives , punctuated mostly correctly.
- I can use (for example) conjunctions, adverbials of time and place, pronouns, prepositions, synonyms to build cohesion within and across paragraphs:
- I can use adverbs of degree (really, quite, extremely, almost) and possibility (surely, perhaps).
- I can use modal verbs (and their negatives) to indicate possibility (could, may, might, should, must, will)
- I use relative clauses (who, which, where, when, whose, that, or an omitted relative pronoun.)
- I can vary the position of the main clause in complex sentences.
- I can use capital letters, full stops, question marks, commas for lists, apostrophes for contraction and possession.
- I can spell some Year 5/6 words correctly
- I can use a dictionary to check unfamiliar spellings.

- I can spell some words with silent letters and some commonly misspelled words correctly.
- My handwriting is clear, legible and joined.
- I edit and improve my work independently as I write.