Wood End Primary School
Year 5 Reading Targets
Age appropriate book bands – silver, gold, platinum

	Experienced	Achieved	Fluency
Word Reading			
1) I can read further exception words accurately, (from the year 5 list) including words that do not follow usual spelling patterns			
2) I can improve my reading speed and confidence – 115 words per minute.			
3) I can read independently and stay focused for 20 minutes.			
Comprehension			
4) I can ask sensible and interesting questions about the texts to help me understand them more.			
5) **I can tell the difference between statements of fact and opinion.**			
6) I can use my understanding of root words, prefixes (including re-, de-, over-) and suffixes (including –ment, -ness, -ate, -ise, -ify, -en, -ship, -ity, -ful, -ive, -al) to help me read aloud and understand the meaning of new words. (V)			
7) **I can suggest which word could be used to fill in an omitted word.(V)**			
8) **I can find a word (synonym) or group of words in a text that mean the same as another given word. (find and copy) (V)**			
9) **I can identify which word/words are closest in meaning to a given word or phrase. (V)**			
10) **I am beginning to understand the meaning of some idiomatic and figurative language/phrases. (V)**			
11) **I can deduce reasons for how a character behaves across a story. (I)**			
12) **I understand what is implied about characters and make judgements about their motivations and attitudes from dialogue and descriptions. (I)**			
13) **I can give an impression of characters and/or setting using evidence from a text. (I)**			
14) **I am beginning to justify my inferences using detailed and accurate evidence across a text. (I)(E)**			
15) **I can predict what might happen using evidence from the text which is both stated and implied. (P)**			
16) I can identify, explain and discuss features, issues, moods and themes, in a range of writing. (E)			
17) **I can compare events, themes, characters and settings within a book and between different books. (E)**			
18) I can identify how and why fiction and non-fiction texts are structured in different ways. (E)			
19) **I can comment on the effect an author's word choice (including figurative language) has on the text and the reader. (E)**			
20) **I can explain the impression that a text gives providing supporting evidence (E)**			
21) I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic using notes where necessary. (E)			
22) **I can skim and scan fiction texts efficiently to help me answer questions (R)**			
23) **I can find and record information by skimming and scanning non-fiction texts using structural devices (R)**			
24) **I am beginning to answer retrieval questions, which require a range of strategies e.g. ignoring distractors. (R)**			
25) **I can summarise the main ideas drawn from one paragraph, identifying key details that support the main ideas. (S)**			
26) **I can order (chronologically / prioritise) the main events in a fiction or non-fiction text. (S)**			
27) I can read and discuss a wide range of age appropriate poetry, plays and non-fiction texts (including reference books or textbooks.)			
28) I can read and understand a wide range of books, including myths and legends, traditional stories, modern fiction, fiction from the past and books from other cultures or traditions.			

29) I can give a detailed book review including reasons why I would recommend the book.								
30) I am using my reading skills in other lessons to build my knowledge of a subject								
31) I can prepare poems and plays to read aloud and perform showing understanding through intonation, tone and volume so that the meaning is clear to an audience.								
32) I can learn a range of poetry by heart.								
33) I can participate in discussions about books that are read to me and those I can read, building on my own and others' ideas and challenging views courteously.								
I can accurately answer a range of questions types using meaning seeking strategies.(GDS) (V)								
I can justify inferences using a range of detailed and accurate evidence across a text (3 mark questions) (GDS) (I)								
I can answer retrieval questions which require a range of strategies (GDS) (R)								