

Name: _____

Reading Targets Year 5



Highlighting Key:
Autumn Spring Summer

Solid = secure / **Hash** = achieved / **Line** = nearly

Comprehension:						
	<i>Lesson objective are covered across all teaching and independent reading – colours are a guide to support teaching and evidence</i>	Guided Groups	Classic Texts	Novel	Independent	Other
1	maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks					
2	reading books that are structured in different ways and reading for a range of purposes					
3	increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions					
4	recommending books that they have read to their peers, giving reasons for their choices					
5	identifying and discussing themes and conventions in and across a wide range of writing					
6	making comparisons within and across books					
7	learning a wider range of poetry by heart					
8	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					
9	understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context					
10	asking questions to improve their understanding					
11	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence					
12	predicting what might happen from details stated and implied					
13	summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas					
14	identifying how language, structure and presentation contribute to meaning					
15	discuss and evaluate how authors use language, including figurative language, considering the impact on the reader					
16	distinguish between statements of fact and opinion					
17	retrieve, record and present information from non-fiction					
18	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					
19	explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary					
20	provide reasoned justifications for their views					
Notes:						
Autumn		Spring			Summer	

Spoken Language:						
		Guided Groups	Classic Texts	Novel	Independent	Other
1	listen and respond appropriately to adults and their peers					
2	ask relevant questions to extend their understanding and knowledge					
3	use relevant strategies to build their vocabulary					
4	articulate and justify answers, arguments and opinions					
5	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings					
6	maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments					
7	use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas					
8	speak audibly and fluently with an increasing command of Standard English					
9	participate in discussions, presentations, performances, role play, improvisations and debates					
10	gain, maintain and monitor the interest of the listener(s)					
11	consider and evaluate different viewpoints, attending to and building on the contributions of others					
12	select and use appropriate registers for effective communication.					
Word Reading:						
1	I can read aloud and understand the meaning of the words on the Year 5/6 list (as well as revisiting the Year 3/4 list).					
2	I can apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that I meet.					
Notes:						
Autumn		Spring			Summer	

New Curriculum Spelling List Years 3 and 4



accident	centre	experience	important	ordinary	reign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women

New Curriculum Spelling List Years 5 and 6



accommodate	communicate	equip	immediately	physical	sincerely
accompany	community	equipped	individual	prejudice	soldier
according	competition	equipment	interfere	privilege	stomach
achieve	conscience	especially	interrupt	profession	sufficient
aggressive	conscious	exaggerate	language	programme	suggest
amateur	controversy	excellent	leisure	pronunciation	symbol
ancient	convenience	existence	lightning	queue	system
apparent	correspond	explanation	marvellous	recognise	temperature
appreciate	criticise	familiar	mischievous	recommend	thorough
attached	curiosity	foreign	muscle	relevant	twelfth
available	definite	forty	necessary	restaurant	variety
average	desperate	frequently	neighbour	rhyme	vegetable
awkward	determined	government	nuisance	rhythm	vehicle
bargain	develop	guarantee	occupy	sacrifice	yacht
bruise	dictionary	harass	occur	secretary	
category	disastrous	hindrance	opportunity	shoulder	
cemetery	embarrass	identity	parliament	signature	
committee	environment	immediate	persuade	sincere	