

### **Year 5 Word Recognition Meeting Expectations**

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words
- Re-read and read ahead to check for meaning.

### **Year 5 Reading Comprehension Meeting Expectations**

- Become familiar with and talk about a wide range of books, including myths, legends and traditional stories and books from other cultures and traditions and know their features
- Read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are
- Identify significant ideas, events and characters and discuss their significance
- Learn poems by heart, for example, narrative verse, haiku.
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Use meaning-seeking strategies to explore the meaning of words in context
- Use meaning-seeking strategies to explore the meaning of idiomatic and figurative language
- Identify and comment on writer's use of language for effect, for example, precisely chosen adjectives, similes and personification
- Identify grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact on the reader
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions
- Justify inferences with evidence from the text.
- Make predictions from what has been read.
- Summarise the main ideas drawn from a text.
- Identify the effect of the context on a text, for example, historical or other cultures
- Identify how language, structure and presentation contribute to the meaning of a text
- Express a personal point of view about a text, giving reasons
- Make connections between other similar texts, prior knowledge and experience
- Compare different versions of texts and talk about their differences and similarities
- Listen to and build on others' ideas and opinions about a text
- Present an oral overview or summary of a text
- Present the author's viewpoint of a text
- Present a personal point of view based on what has been read
- Listen to others' personal point of view
- Explain a personal point of view and give reasons
- Know the difference between fact and opinion
- Use knowledge of structure of text type to find key information
- Use text marking to identify key information in a text

- Make notes from text marking

### **Year 5 Reading Securing Expectations**

- Express opinions about a text, using evidence from the text, giving reasons and explanations. Point, evidence, explanation (PEE)
- Adapt own opinion in the light of further reading or others' ideas.
- Identify formal and informal language
- Know the features of different narrative text types, for example, adventure, fantasy, myths.
- Compare texts by the same writer.
- Compare texts by different writers on the same topic.
- Summarise key information from different texts.
- Empathise with different character's points of view.
- Infer meaning using evidence from the text and wider reading and personal experience.
- Explain how a writer's use of language and grammatical features have been used to create effects and impact on the reader
- Explain how punctuation marks the grammatical boundaries of sentences and gives meaning.
- Know how the way a text is organised supports the purpose of the writing.
- Use scanning and text marking to find and identify key information.