

	Year Five			
Word reading	Apply my 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.			
	Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.			
	Re-read and read ahead to check for meaning.			
Comprehension	Familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.			
	Read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.			
	I identify significant ideas, events and characters; and discuss their significance.			
	I can recite poems by heart, e.g. narrative verse, haiku.			
	I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.			
	I can use meaning-seeking strategies to explore			

	the meaning of words in context.				
	I can use meaning-seeking strategies to explore the meaning of idiomatic and figurative language.				
	I can identify and comment on a writer's use of language for effect. for example, precisely chosen adjectives, similes and personification.				
	I can identify grammatical features used by the writer (rhetorical questions, varied sentence lengths, varied sentence starters, empty words) to impact on the reader.				
	I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions.				
	I can justify inferences with evidence from the text.				
	I can make predictions from what has been read.				
	I can summarise the main ideas drawn from a text.				
	I can identify the effect of the context on a text; for example, historical context or other cultures.				
	I can identify how language, structure and presentation contribute to the meaning of a text.				
	Exceeding Year Five expectations	I can express opinions about a text, using evidence from the text, giving reasons and explanations. (Point, evidence, explanation)			
		I can adapt my own opinion in the light of further reading or others' ideas.			
		I can identify formal and informal language .			
I know the features of different narrative text types, for example, adventure, fantasy, myths.					
I can compare texts by the same writer.					
I can compare texts by different writers on the same topic.					
I can summarise key information from different texts.					

	I can empathise with different characters' points of view.			
	I can infer meaning using evidence from the text and wider reading and personal experience.			
	I can explain how a writer's use of language and grammatical features have been used to create effects and impact on the reader.			
	I can explain how punctuation marks the grammatical boundaries of sentences and gives meaning.			
	I know how the way a text is organised supports the purpose of the writing.			
	I can use scanning and text marking to find and identify key information.			