



# Reinwood Junior School Key Performance Indicators and Standards

## Year 5 Reading

Key performance indicator	Performance standard
<p>I can:</p> <ul style="list-style-type: none"> <li>• apply a growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that are met.</li> <li>• increase 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.</li> <li>• check that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context.</li> <li>• summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> <li>• retrieve, record and present information from non-fiction.</li> <li>• participate in discussions about books that are read to the child and those that can be read independently.</li> <li>• express a personal view about a text.</li> <li>• provide reasoned justifications for their views about a book.</li> <li>• prepare poems and plays to read aloud.</li> <li>• learn poems by heart.</li> </ul>	<p>By the end of Y5 a child's reading should demonstrate increasing fluency across all subjects and not just in English.</p> <p>A child can:</p> <ul style="list-style-type: none"> <li>• use reading strategies to work out any unfamiliar word;</li> <li>• accurately read individual words which might be key to the meaning of a sentence or paragraph thereby improving comprehension;</li> <li>• read books selected independently;</li> <li>• recognise themes in what is read, such as loss or heroism; and</li> <li>• compare characters, settings, themes and other aspects of what is read.</li> </ul> <p>A child understands the conventions of different types of writing such as the use of the first person in writing diaries and autobiographies.</p> <p>A child understands some of the technical and other terms needed for discussing what is heard and read such as metaphor, simile, analogy, imagery, style and effect.</p> <p>In using non-fiction, a child knows what information is needed to look for before beginning a task and knows how to use contents pages and indexes to locate information and applies these skills across the curriculum independently.</p>