



Reading Objectives Year 5

Y5	Oral	1. Read books that are structured in specific ways and for a range of purposes e.g. comparing different approaches to recipes (formal/informal) autobiographies and biographies (viewpoint).
Y5	Oral	2. Recite poems by heart, using intonation, tone and volume to monitor the interest of the listener and adapt their recital e.g. Night Mail (Auden) The Highwayman (Noyes).
Y5	Oral	3. Read aloud and perform play scripts, monitoring the audience's interest and changing the performance accordingly e.g. consistent use of intonation, pace and action for the characters and type of play.
Y5	Grammar	4. Explore the meaning of words in a given context within fiction and non-fiction e.g. 'flexible' means rubber is a bendy material.
Y5	Grammar	5. Evaluate how authors use language to impact the reader e.g. use of repetition for effect; the author's used the metaphor 'his face was a grey cloud,' which helps you to imagine his sadness.
Y5	Grammar	6. Use age appropriate dictionaries and thesauri to check the meanings of words.
Y5	Response	7. Discuss their understanding of both texts they have read independently and those read to them (see range).
Y5	Response	8. Explain and develop their own views and build effectively on those of others.
Y5	Response	9. Identify an author's treatment of the same theme across one or several of their books/poems e.g. Michael Morpurgo's treatment of WWII.
Y5	Response	10. Ask relevant questions to improve their wider understanding of a text, topic or theme e.g. Why does Michael become friends with Kensuke? (Kensuke's Kingdom) What was it like to be a child in Victorian times? Why has the author used lots of short sentences? .
Y5	Response	11. Predict what may happen based on their understanding of the content and the themes within the text e.g. I think Macbeth will die because: he's a murderer / the witches suggest it.
Y5	Response	12. Draw inferences from within the text about themes and characters' and authors' viewpoints e.g. Tom is scared to move because he doesn't pack; he leaves his favourite toy behind on purpose and he's always nervous.

Y5	Response	13. Justify inferences and views with a variety of references from across the text.
Y5	Organisation & Research	14. Summarise ideas, events and information from the text as a whole e.g. the author's viewpoint about a particular issue.
Y5	Organisation & Research	15. Explain their thinking through making reference to key details e.g. quoting from the text.
Y5	Organisation & Research	16. Independently devise key questions and identify themes to research e.g. pollution, recycling.
Y5	Organisation & Research	17. Use skimming and scanning to locate information efficiently across a range of sources.
Y5	Organisation & Research	18. Identify the structural conventions of non-fiction in relation to the text type (see range).
Y5	Organisation & Research	19. Identify how the structure and presentation of texts contributes to the meaning e.g. graphic novels; stories told from two viewpoints; the order and presentation of points in an argument.
Y5	Organisation & Research	20. Distinguish between fact and opinion.
Y5	Organisation & Research	21. Make notes from several sources to gather information.
Y5	Organisation & Research	22. Explore and use their own techniques to make notes.
Y5	Organisation & Research	23. Refine notes by disregarding irrelevant information e.g. when researching penguins in Antarctica, disregarding information about polar expeditions to Antarctica.
Y5	Organisation & Research	24. Use notes to support presentations and debates.
Y5	Word Reading	25. Apply their knowledge of root words, prefixes and suffixes to read aloud. In line with Appendix 1.
Y5	Range	Read a wide range of modern fiction, fiction from our literary heritage and other cultures and traditions, non-fiction and different forms of poetry.