Name:	Reading Target Sheet *Year 5*

5B	5W

Love of Reading ❤️

I enjoy listening to and discussing a wide range of poems, stories and non-fiction books.	I enjoy an increasing range of books, poems and reading materials and make book selections indepedenty	
I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions.		

Word Reading

1b. I can learn a poem by heart. (fluency)		**1w.** I can prepare poems and plays to read aloud and perform. I can change my voice to make them sound more interesting to listen to and make the meaning clear. (fluency)	
2b. I can read aloud and understand the meaning of the words on List 1 Year 5 further exception words. (V)		**2w.** I can read aloud and understand the meaning of the words on List 2 of the Year 5 further exception words. (V)	

Comprehension

3b. I can understand what I am reading by checking that the book makes sense and finding the meaning of words from the context. (V)		**3w.** I can talk about an author's use of language, including figurative language, and the impact it has on the reader. (V)	
4b. I can discuss and compare events, issues and characters within a book inferring meaning with support. (I)		**4w.** I can infer characters' feelings, thoughts or reasons for their actions and I can explain my thoughts with evidence from the text. (I)	
5b. I can predict what might happen in a book, using evidence from the text. (P)		**5w.** I can clearly articulate my predictions about what might happen in increasingly complex books, using evidence from the text. (P)	
6b. I can read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books. (E)		**6w.** I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts. (E)	
7b. I can recommend books to peers, giving reasons for my choices. (E)		**7w.** I can participate in discussions about books, building on my own and others' ideas and challenging views courteously. (E)	
8b. I can tell the difference between statements of fact and opinion. (R)		**8w.** I can explain and discuss my understanding of what I have read, including through presentations and debates (E)	
9b. I can find and write down facts and information from non-fiction texts. (R)		**9w.** I can make comparisons within and across books (R)	
10b. I can ask and discuss sensible and interesting questions about the texts to help me understand them more (R).		**10w.** I can retrieve, record and discuss information from fiction and non fiction texts. (R)	
11b. I can summarise the information in different parts of a text. (S)		**11w.** I can summarise the information contained in more than one chapter. (S)	

S To be secure, children should meet the majority of the targets.

GD (5S+) To achieve greater depth of standard pupils must meet all of these targets, across a wide range of texts.

Tier 2 vocabulary (*previous years in italics*)

YR- who, what, where, why, when, which, how, order, similar, different, author, character
Y1- vocabulary, infer, predict, explain, retrieve, sequence, text, setting, explain, discuss
Y2- facts, opinions, fiction, non-fiction, information, compare, describe
Y3- summarise, recommend, evidence, genre, paragraph
Y4- plot, implied, justify, feature, identify

Y5- structure, content, refer, inform