

## Year 5 Targets

### Oral

- 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)
- 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
- Discuss their understanding of both texts they have read independently and those read to them (see range)
- Explain and develop their own views and build effectively on those of others
- 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?
- Independently devise key questions and identify themes to research e.g. pollution, recycling
- Use notes to support presentations and debates

### Word reading

- In line with Appendix 1: Apply their knowledge of root words, prefixes and suffixes to read aloud
- Read a wide range of modern fiction, fiction from our literary heritage and other cultures and traditions, non-fiction and different forms of poetry
- 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)

V	<ul style="list-style-type: none"> <li>• Explore the meaning of words in a given context within fiction and non-fiction e.g. 'flexible' means rubber is a bendy material</li> <li>• 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</li> <li>• Use age appropriate dictionaries and thesauri to check the meanings of words</li> </ul>
I	<ul style="list-style-type: none"> <li>• 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</li> <li>• Justify inferences and views with a variety of references from across the text</li> </ul>
P	<ul style="list-style-type: none"> <li>• 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</li> </ul>
E	<ul style="list-style-type: none"> <li>• 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</li> <li>• Explain their thinking through making reference to key details e.g. quoting from the text</li> <li>• Identify the structural conventions of non-fiction in relation to the text type</li> <li>• 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</li> <li>• Distinguish between fact and opinion</li> </ul>
R	<ul style="list-style-type: none"> <li>• Use skimming and scanning to locate information efficiently across a range of sources</li> </ul>
S	<ul style="list-style-type: none"> <li>• Summarise ideas, events and information from the text as a whole e.g. the author's viewpoint about a particular issue</li> <li>• Make notes from several sources to gather information</li> <li>• Explore and use their own techniques to make notes</li> <li>• Refine notes by disregarding irrelevant information e.g. when researching penguins in Antarctica, disregarding information about polar expeditions to Antarctica</li> </ul>