Year 5		
Area	**Objective (Linked to Target Tracker)**	**Small Steps (Developmental Continuum of Reading Skills and Behaviours)**
Word Reading	Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 5 spelling.	- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. - Read further exception words, noting the unusual correspondences between spelling and sound. - Notice where unusual correspondences between spelling and sound occur in further exception words. - Apply knowledge of root words, prefixes and suffices to read aloud and to understand the meaning of unfamiliar words. - Use a dictionary effectively to understand the meaning of unfamiliar words.

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Comprehension	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	- Understand that a writer moves events forward through a balance of dialogue, action and description. - Explore how dialogue is used to develop a character. - Explore how actions are added to dialogue to move events forward. - Explore how a writer uses show and not tell techniques to introduce or develop a character. - Understand that writers use language for precise effect. - Understand that this may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors, personification etc. - Find words and language used for effect. - Explain how the vocabulary and language create a precise effect. - Record effective vocabulary and language from reading to use in own writing. - Understand that a writer uses different sentence structures and techniques to create effects. - Explore the structures and techniques used. For example, sort sentences, rhetorical questions, ellipsis, flashbacks. - Find examples of structures and techniques used. - Explain the effect of the use of structure or technique. - Record examples of effective techniques and structures from reading to use in writing.

	Distinguish between statements of fact and opinion.	- Understand the difference between fact and opinion. - Find examples of fact and opinion in texts. - Explain why one example is fact and another is opinion.
	Retrieve, record and present information from non-fiction.	- Use skimming and scanning to find information needed. - Make notes on needed information. - Organise notes. - Present information.
	Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning.	- Give a personal point of view about a text. - Explain the reasons for a viewpoint, using evidence from the text. - Listen to others' ideas and opinions about a text. - Build on others' ideas and opinions about a text in discussion. - Question others' ideas about a text. - Make connections between other similar texts, prior knowledge and experience. - Explain why there are connections, using evidence - Compare different versions of texts. - Explain the similarities and differences between different versions of texts. - Evaluation the effectiveness of different versions of texts.
	Understand what he/she reads by:	
	checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of vocabulary in context.	- Understand that there will be unfamiliar vocabulary in texts read. - Use dictionaries to check or find the meaning of unfamiliar vocabulary. - Use meaning-seeking strategies to explore the meaning of vocabulary in context. - Use meaning-seeking strategies to explore the meaning of idiomatic and figurative language.
	asking questions to improve his/her understanding of complex texts	- Ask questions to improve understanding. - Re-read to check that text is meaningful.
	drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	- Understand that inferences can be drawn from different parts of the text. - Understand that inferences can be made by reading between and beyond the lines. - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text. - Justify inferences with evidence from the text.
	understanding perspectives in a narrative.	- Understand that a narrative can be told from different points of view – narrator, character. - Identify the point of view in a narrative. - Explore how events are viewed from another perspective.

		-	Understand that the writer may have a viewpoint.
		-	Identify the writer's viewpoint for example how different characters are presented.
		-	Explain the writer's viewpoint with evidence from the text.
	by predicting what might happen from details stated and implied in increasingly complex texts.	-	Make predictions from evidence found and implied information.
		-	Summarise the main ideas drawn from a text.
	identifying, summarising and presenting key information from a text.	-	Identify key information from a text
		-	Summarise key information in sentences
		-	Retrieve key information from different parts of a text.
		-	Summarise key information from different parts of the text.
		-	Present an oral overview or summary of a text.
	Maintain positive attitudes to reading and understanding of what he/she reads by:		
	continuing to read and discuss an increasingly wide range of non-fiction and reference books or textbooks.	-	Know that non-fiction texts are structured to guide the reader to information.
		-	Explain how the structure guides the reader to find specific information.
		-	Evaluate the usefulness of a non-fiction book to research questions raised.
	increasing his/her 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 to include poetry and plays.	-	Know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, **poems** and play scripts.
		-	Know these are structured in different ways.
		-	Discuss and explain how and why they have different structures.
	recommending books that he/she has read to his/her peers, giving reasons for his/her choices.	-	Explain why they enjoyed a book or **poem** and who might also enjoy it.
	identifying and discussing themes and conventions in writing.	-	Find a theme in a book.
		-	Compare books with similar themes.
		-	Explain how books written in different contexts can have similar themes.
		-	Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react.
		-	Explain how the context of a text reflects the reaction of the audience it was written for.
	making comparisons within a book.	-	Identify differing elements of a book (characters, settings, themes)
		-	Discuss how these elements differ.
		-	Make comparisons between elements.

preparing **poems** and plays to read aloud and to perform.	- Write and prepare a **poem** or play. - Read the **poem** or play aloud. - Show a clear understanding of characters / speakers in the **poem** or play. - Showing understanding through intonation, tone and volume. - ensure the meaning is clear to an audience.

Area	Objective
Library objectives	- investigate modern significant authors; - formulate own questions about a topic and locate information using the codebreaker in the library; - distinguish between facts and opinion; - revise all sections of the library and use this knowledge to locate books; - write own book review.