



Stakesby Community Primary School

Reading Age Related Expectations YEAR 5



Name: _____

Term	1	2	3	4	5	6
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READING: Word Reading

I can use everything I have learned so far about how affixes are added to root words to read and understand unfamiliar words I encounter.	1						
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READING: Comprehension

I can read a widening range of different texts, including fiction, poetry, plays, non-fiction, and reference and textbooks, and discuss them with others afterwards.	2						
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I can read differently structured texts for different purposes.	3						
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I can compare events, themes and characters within and between books, finding and explaining similarities.	4						
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I can talk about books and texts, categorising them into traditional tales, myths, legends, modern fiction, our literary heritage and books from other cultures and traditions.	5						
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I can recognise a theme within a piece of writing and I can recognise and name some common conventions used in writing.	6						
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I know how to learn a poem by heart and I can choose a suitable poem that I will enjoy learning and reciting.	7						
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I can prepare and present a play script or a poem and use my voice, expression and gestures to gain and hold the attention of listeners.	8						
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I can monitor my reading for sense and go back to make sure of anything that confuses me, exploring what an unfamiliar word means in its context after looking it up.	9						
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I can pose questions for myself as I read and continue reading to find the answers to them.	10						
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I can identify what the main ideas in a longer text are, sum them up quickly in a few sentences and identify key details to support my summary.	11						
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I can pick up hints and clues the writer has given the reader to help me work out why characters do and say the things they do and I can explain how I worked this out.	12						
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I can predict what I think is going to happen next in a story based on what has happened so far and hints the writer has given me.	13						
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I can identify and discuss language a writer has used to have an impact on the reader, including figurative language (<i>simile, metaphor, personification</i>) and explain the impact on me as a reader.	14						
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I can identify how the language, structure and presentation of a text contribute to meaning (e.g. <i>specialist vocabulary, headings and sub-headings, diagrams, charts and maps in non-fiction texts</i>) and explain how these impact on me as a reader.	15						
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I can identify whether a writer is sharing a fact or offering an opinion.	16						
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I can read a non-fiction text and find answers to questions I posed before I read it and I can make notes to record the information I learned.	17						
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I can share my views on a book I have read, recommending it to other readers and giving reasons to support my choices.	18						
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I can discuss my reading with others, contributing positively, listening thoughtfully, offering and accepting challenges respectfully.	19						
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I can talk about my reading in a variety of ways, including formal presentations and debates, and I can keep my focus when I am speaking, using notes to help me.	20						
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I can support and justify my views through reasoned explanation.	21						
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