

Name: _____



Reading Year 5 Date _____

Reading Year 6 Date _____

All must be achieved to obtain Y5 Secure

All Y5 and unshaded must be hit to be Y6 secure .

Word Reading Y5

- Can read and understand the meaning of 100% all Y5/6 common exception words.
- Reading at least Red A
- Can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud (eg ch (ch) ch (k) and ch (sh) and to understand the meaning of new words
- Can understand and explain the function of sophisticated punctuation: speech marks for dialogue, commas, ellipsis and brackets, apostrophes, semi-colons, colons and dashes
- Can read without distraction for 45 or more minutes.
- *N.B. Teachers must ensure that all reading material offered to children should be age appropriate in order to mark off objectives as achieved*

Word Reading Y6

- Reading at least Gold Star.

Comprehension

- Can efficiently use a dictionary to find the mean of words (3 or 4 letters).
- Can retrieve and collate key information from a range of sources.
- Can summarise information from different points in the same text
- Can discuss how a character can be seen in different ways, depending on how an author chooses to portray them
- Can refer and quote from the text to answer questions, clarifying my thinking by elaborating and justifying views.

Inference

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- Can infer messages (morals), moods, feelings and attitudes across a text e.g. how a message can be inferred through referring back to different points in the text where things have been implied.
- Can refer to the text to justify predictions.

Language For Effect

- To recognise the use of irony and comment on the authors' intent (sarcasm, insincerity and mockery) (covers all four strands).
- Can discuss the difference between literal and figurative language and their impact on the reader
- Can use appropriate vocabulary to discuss their reading (effect, personification, metaphor, simile, verse, style, 1st and 3rd person)
- Can comment on the effectiveness of a text provoking a response (sadness /anger)

Themes and Conventions

- Be able to identify features from classic fiction from our literary heritage.



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- Recite and perform a wide range of poetry from heart.
- Can read different accounts of the same event and discuss differing viewpoints.
- Beginning to discuss the message a text has about our society, a particular culture or traditions from the past
- Can explain the structural devices an author has used to organise a fiction text (*e.g. going beyond the superficially obvious in fiction such as decisions about plot structure, flashbacks and flash-forwards, pronouns*)
- Can explain the internal organisational features (choice of pronouns and synonyms, conjunctions) and structural organisational features (diagrams, subheadings) of non fiction texts.
- Can identify the significance of information, ideas or event (*turning point*) in a text as a whole (*e.g. how one small incident altered the course of the story*).
- Can identify the purpose, audience and organisation of different fiction/ non-fiction texts and evaluate the success of each of these elements
- Can identify explicit and implicit points of view in texts (*layers of meaning e.g. a war story at surface level might tell about life in the trenches but a deeper understanding may make a case against war*)

Mastery

Free Choice.