

Reading objectives Year 5

Objectives
Decoding Apply his/her growing knowledge of root words, prefixes and suffixes and related to year 5 curriculum (prefixes/suffixes and roots), both to read aloud and to understand the meaning of new words they meet. Read aloud and understand the meaning of most of new words that he/she meets linked to the expectations of Year 5 spelling.
Vocabulary Find and explain the meaning of words in context. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Identify most examples of parts of speech and key grammar (for example: noun, pronoun, adjective, determiner, verb (including tenses), adverb, preposition, conjunction, and interjection) and explain their role in a sentence.
Fluency Read 130 to 140 words per minute and talk about what they have just read to show understanding. Read a range of age-appropriate books aloud using appropriate intonation or performance techniques to show meaning is understood.
Retrieval, Inference and prediction Retrieve and record information and identify key details from fiction and non-fiction. Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied. Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Identify and discuss themes and impact of layout, paragraphing, grammar -usage and punctuation.
Reading for meaning Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Check that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context. Summarise main ideas in order from more than one paragraph, identifying key details and using quotations for illustration. Distinguish between statements of fact and opinion. Ask questions to improve his/her understanding of complex texts.
Non-Fiction Read and understand subject specific vocabulary linked to the year 5 curriculum, e.g. erosion (rivers), variation (animals including humans), democracy (history). Use non-fiction texts confidently to support his/her independent research.
Skimming and scanning Skim or scan a text quickly to identify key information and evidence during discussions to support his/her understanding.
Making links Make links to other books either by the same author or similar in genre, explaining his/her thinking using evidence from the texts.