



## Year 5 Reading Key Objectives

*Heading objectives are for the end of Key Stage 2. Assessment criteria has been broken down for WT, WA and GD in Year 5 enabling progression to Year 6 criteria.*

All reading material (extracts, texts, books) should be age-appropriate when making judgements at WA.

**Comments  
and Dates**

### WORD READING

<b>1</b>	<b>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words.</b>	
<b>WT</b>	Pupil can read aloud and, with support, work out unfamiliar words and sometimes make sense of new words they meet.	
<b>WA</b>	Pupil can read aloud and understand the meaning of new words met, with some knowledge of morphology and etymology as listed in English Appendix 1 across a wide range of texts.	
<b>GD</b>	Pupil can use a developing knowledge of morphology and etymology to approach new words confidently, finding meaning and pronouncing accurately.	

### COMPREHENSION

<b>2</b>	<b>Read books that are structured in different ways and for a range of purposes.</b>	
<b>WT</b>	Pupil can read extracts that are structured in different ways and for a given purpose.	
<b>WA</b>	Pupil can select books, from a given range, to read that are structured in different ways both for pleasure and for a range of purposes.	
<b>GD</b>	Pupil can self-select books to read that are structured in different ways both for pleasure and for a specific purpose.	
<b>3</b>	<b>Continue to read and discuss an increasingly wide range of fiction (myths, legends and traditional stories, modern fiction, fiction from our literary heritage, poetry, plays, non-fiction) and reference books or textbooks.</b>	
<b>WT</b>	Pupil can read a wide range of texts directed by an adult and is beginning to discuss those texts.	
<b>WA</b>	Pupil can read and discuss an increasing range of texts, occasionally adult-led, and is beginning to identify some genres: e.g. fantasy, adventure, comedy, science fiction.	
<b>GD</b>	Pupil continues to read and discuss an increasingly wide range of texts, usually selected independently.	
<b>4</b>	<b>Recommend books that they have read to their peers, giving reasons for their choices.</b>	
<b>WT</b>	Pupil can, with support, share their opinions about books they have read and sometimes make appropriate recommendations to their peers.	
<b>WA</b>	Pupil can usually share their opinions about books they have read independently and usually make appropriate recommendations to their peers, giving reasons for their choices.	
<b>GD</b>	Pupil can almost always share their opinions about books they have read independently and make appropriate recommendations to their peers, giving reasons for their choices.	
<b>5</b>	<b>Identify and discuss themes and conventions in and across a wider range of writing.</b>	
<b>WT</b>	Pupil can, with support, recognise and discuss given themes in texts, e.g. Where is there an example of suspense?	
<b>WA</b>	Pupil can recognise and discuss themes and conventions in texts often in response to direct questions, e.g. In this paragraph, what is the theme?	
<b>GD</b>	Pupil can identify and discuss most themes and conventions in a wide range of texts, e.g. What are the themes within this text? How do you know?	
<b>6</b>	<b>Make comparisons within and across books.</b>	
<b>WT</b>	Pupil can, with support, make comparisons within given books.	
<b>WA</b>	Pupil can make comparisons within and between given books, as directed.	
<b>GD</b>	Pupil can confidently and consistently make comparisons within and between books.	
<b>7</b>	<b>Learn and prepare poems and plays to read aloud and to perform by heart, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</b>	
<b>WT</b>		
<b>WA</b>	Teacher to judge based on performance considering expectation of specific year group.	
<b>GD</b>		
<b>8</b>	<b>Understand what is read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</b>	
<b>WT</b>	Pupil can, with support, monitor reading for sense, self-correct when they misread and can sometimes explore how the same word can have different meanings in different contexts.	
<b>WA</b>	Pupil can usually monitor reading for sense, is increasingly able to self-correct when they misread and can usually explore how a known word can have different meanings in a new context.	
<b>GD</b>	Pupil can almost always monitor reading for sense, self-correct when they misread and can often explore how a given word can have different meanings in different contexts.	

<b>9</b>	<b>Understand what is read by asking questions to improve their understanding.</b>	
<b>WT</b>	When prompted, pupil can sometimes ask questions to improve their understanding.	
<b>WA</b>	Pupil can usually ask questions to improve their understanding: <i>e.g. I wonder why Mr Napier singles out Ginger for especially unpleasant treatment - could it be because both her parents are teachers in the school or is it because she isn't afraid to speak out?</i>	
<b>GD</b>	Pupil can almost always ask questions to improve their understanding.	
<b>10</b>	<b>Understand what is read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</b>	
<b>WT</b>	Pupil can understand what is read by inferring characters' feelings, thoughts and motives from their actions.	
<b>WA</b>	Pupil can understand what is read by inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text.	
<b>GD</b>	Pupil can understand what is read by inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with concise and appropriate evidence from the text.	
<b>11</b>	<b>Understand what is read by predicting what might happen from details stated and implied.</b>	
<b>WT</b>	Understand what is read by sometimes making relevant predictions about what might happen from details stated.	
<b>WA</b>	Understand what is read by usually making relevant predictions about what might happen from details stated.	
<b>GD</b>	Pupil is beginning to read 'between the lines' when independently reading and can predict what might happen next, usually identifying clues that the writer has planted.	
<b>12</b>	<b>Understand what is read by summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</b>	
<b>WT</b>	Pupil can, with support, recognise the main ideas in paragraphs and can sometimes summarise the content of these.	
<b>WA</b>	Pupil is beginning to independently identify the main ideas in paragraphs and summarise these within given criteria (word or sentence limits).	
<b>GD</b>	Pupil can independently identify the main ideas in paragraphs and summarise these, occasionally using key details to support the main ideas.	
<b>13</b>	<b>Identify how language, structure and presentation contribute to meaning.</b>	
<b>WT</b>	Pupil can, with support, explain why the author has used given structural and presentational features (such as <i>Top Tip, Did you know? fact panels in non-fiction</i> ).	
<b>WA</b>	Pupil is beginning to independently identify distinctive language, structural and presentational features, sometimes demonstrating an understanding of how these help the reader draw meaning from the text.	
<b>GD</b>	Pupil independently identifies distinctive language, structural and presentational features, usually demonstrating an understanding of how these help the reader draw meaning from the text.	
<b>14</b>	<b>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</b>	
<b>WT</b>	Pupil can, with support, identify language chosen by the writer to have a given impact on the reader, e.g. <i>Which words has the author used to show Ginger is afraid?</i>	
<b>WA</b>	Pupil is beginning to independently identify language, including figurative language, the writer has chosen for impact and is beginning to discuss and evaluate the impact on them as a reader.	
<b>GD</b>	Pupil independently identifies language, including figurative language, the writer has chosen for impact and usually discusses and evaluates the impact on them as a reader.	
<b>15</b>	<b>Distinguish between statements of fact and opinion.</b>	
<b>WT</b>	With support, pupil can identify whether given statements are fact or opinion.	
<b>WA</b>	Pupil independently identifies whether given statements are fact or opinion.	
<b>GD</b>	Pupil usually identifies fact or opinion in their independent reading.	
<b>16</b>	<b>Retrieve, record and present information from non-fiction texts.</b>	
<b>WT</b>	With support, pupil can retrieve information from non-fiction texts to respond to given questions.	
<b>WA</b>	Pupil is beginning to independently retrieve and record information from non-fiction texts for a given purpose.	
<b>GD</b>	Pupil is beginning to present information they have independently retrieved and recorded from non-fiction texts.	
<b>17</b>	<b>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</b>	
<b>WT</b>	Pupil can, with support, participate in discussions about books they have read or had read to them.	
<b>WA</b>	Pupil can independently participate in discussions about books they have read or had read to them, taking turns and listening to others' ideas.	
<b>GD</b>	Pupil can independently participate in discussions about books they have read or had read to them, building on their own and others' ideas and beginning to challenge views courteously.	

<b>18</b>	<b>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</b>	
<b>WT</b>	Pupil can, with support, discuss their understanding of what they have read and contribute to debates on a given topic.	
<b>WA</b>	Pupil is beginning to independently discuss their understanding of what they have read, contributing to presentations and debates on a given topic.	
<b>GD</b>	Pupil can independently discuss, and is beginning to explain, their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.	
<b>19</b>	<b>Provide reasoned justifications for their views.</b>	
<b>WT</b>	Pupil can, with support, express their opinion of the given text.	
<b>WA</b>	Pupil is beginning to independently express their opinion of the given text and, with support, is able to provide justification for that opinion.	
<b>GD</b>	Pupil can independently express their opinion of the given text and is beginning to independently provide justification for that opinion.	

**Progression (out of 19 objectives)**

<b>Term</b>	<b>Progress</b>	<b>Attainment</b>	<b>Comments</b>
<b>Autumn Term</b>			
<b>Spring Term</b>			
<b>Summer Term</b>			

Progress to be recorded as WT<number of objectives at this level>.

Once all objectives attained at WT, then level to be recorded as WA<number of objectives at this level>.

Once all objectives attained at WA, then level to be recorded as GD<number of objectives at this level>.

Attainment to be recorded as WT until all objectives achieved at WA then attainment to be recorded as WA. GD can only be recorded when all objectives are achieved at GD.