In Year 5, the children will be taught the following objectives:

Year 5 Word Reading

Apply growing knowledge of root words, prefixes and suffixes to read aloud, e.g. –cious/-tious, -ent/-ence/-ency, -able/-ably, -ible/-ibly, -able/-ible, -ology.

Accurately read commonly confused words within a context, e.g. desert/dessert, draft/draught, compliment/complement.
I focus on all the letters in a word so that I do not mis-read words (e.g. read 'invitation' for 'imitation').

Year 5 Comprehension

Identify common features of different texts or versions of the same text with some comment/explanation (e.g. characters, setting, presentational features, thematic links).

Identify themes within a book and across a range of writing (such as loss or heroism, a moral).

Identify conventions (such as the use of the first person in writing diaries and autobiographies) across a wide range of writing.
Compare the characters and settings (within & across books).

Identify people/characters that may have different accounts of the same event.

Show some awareness that authors and/or characters have viewpoints, (e.g. 'she thinks it's not fair').

Recognise where/when a text is set (historical/cultural) and can identify evidence (e.g. language used, traditions).
Learning a range of poetry by heart.

Prepare poems to read aloud and to perform, using effective intonation, tone and volume so that the meaning is clear to an audience.

With support, use the context to infer the meaning of a word (inc homophones).

Summarise the main purpose of the text (e.g. 'It's all about looking after your teeth').

Make comments which show understanding which are supported by some generally relevant textual reference or quotation (ref/quotations made to appropriate section of text but may be unselective and lack focus).

Ask a range of questions to improve my understanding.

Make inferences about characters' feelings, thoughts and motives from their actions (e.g. 'Jill placed the diary into a shoe box and placed it under her bed.' Why do you think Jill did this?).

I can justify inferences about characters' feelings, thoughts and motives with evidence from different places in the text (e.g. 'People may not think to look in a shoe box').

Use a simple quote or example from the text to support my answers

Explain my predictions using details stated and implied (e.g. I think…. will happen because…)

Beginning to identify some features of language (e.g. metaphor, simile, alliteration, onomatopoeia)

Discuss the effect of some language features, (e.g. 'all the questions make you want to find out what happens next', 'the way she describes him as "ratlike" and "shifty" makes you think he's disgusting').

Know where to find an index page and I can explain what it is for.

Use the index page and some other simple features (e.g. headings) to retrieve information from a non-fiction book.
Identify if a statement is fact or opinion.

Compare formal and informal writing styles.

Continue to discuss and express views about an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Recommend books that I have read to my peers, giving reasons for my choices.