	Year 5 Reading Targets	
		Evidence
1	I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions	
2	I can discuss the features of each text type in target 1	
3	I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are	
4	I can prepare poems and plays to read aloud and to perform showing understanding through intonation, tone, volume and action	
5	I can recite poems by heart (narrative verse, Haiku)	
6	I can re-read and read ahead to check for meaning	
7	I can listen to and build on others' ideas and opinions about a text	
8	I can present a personal point of view based on what has been read, giving reasons	
9	I can ask questions with a range of start words to improve my understanding of the text	
	Domain Focused Targets (Reading Gems)	
2a Give/explain the meaning of words in context		
10	I can use meaning-seeking strategies to explore the meaning of words in context	
11	I can use meaning seeking strategies to explore the meaning of idiomatic and figurative language	
12	I can apply my knowledge of root words, prefixes to read aloud and understand the meaning of unfamiliar words	
13	I can read further exception words, noting the unusual correspondences between spelling and sound	
14	I can attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words	
2b Retrieve and record information/identify key details from fiction and non-fiction		
15	I can use text marking to identify key information in a text	
16	I can make notes from text marking	
17	I know the difference between fact and opinion	
18	I can use my knowledge of structure of text type to find key information	
19	I can present the author's viewpoint of a text	
20	I can identify significant ideas, events and characters and discuss their significance	
2c Summarise main ideas from more than one paragraph		
21	I can summarise the main ideas drawn from a text	
22	I can present an oral overview or summary of a text	
2d Make inferences from the text/Explain and justify inferences with evidence from the text		
23	I can draw inferences such as referring characters' feelings, thoughts and motives from their actions	
24	I can justify inferences with evidence from the text	
25	I can use PEE – Point, Evidence, Explain where appropriate	
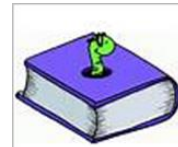
2e Predict what might happen from details stated and implied		
26	I can make predictions from what has been read	
2f Identify/Explain how information/narrative content is related and contributes to the meaning of the whole		
27	I can identify how language, structure and presentation contribute to the meaning of a text	
28	I can identify the effect of the context on a text (historical, other cultures)	
2g Identify and explain how meaning is enhanced through choice of words and phrases		
29	I can identify and comment on the writer's use of language for effect (adjectives, similes, personification)	
30	I can identify grammatical features used by the writer(rhetorical questions, varied sentence length, varied sentence starters, empty words) to impact on the reader	
2h Make comparisons within the text		
31	I can make connections between other similar texts, prior knowledge and experience	
32	I can compare different versions of texts and talks about their differences and similarities	
GDS		
Have increased confidence, understanding and ability to apply skills across all domains. No support is needed. Concepts are grasped more quickly. Texts are discussed in detail without prompting. Confidently use PEE. Compare tests with confidence. Continually achieving high test results – NGRT and Headstart		