

Cookridge Primary School: Year 5 Objectives - Reading

| Basic Skills (Fluency) by the end of Year 5: | | | Baseline | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Final |
|---|-----|---|----------|-------|-------|-------|-------|-------|
| 1. Make sure all Year 3&4 phonics objectives are secure before moving on. | | | | | | | | |
| 2. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so. | | | | | | | | |
| 3. Read many common exception words (Year 5). | | | | | | | | |
| 4. 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. | | | | | | | | |
| 5. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. | | | | | | | | |
| Key Learning for Secure | | | Baseline | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Final |
| Reading Fluency | RF1 | Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. | | | | | | |
| Comprehension | C1 | Learning a wider range of poetry by heart. | | | | | | |
| | C2 | Reading books that are structured in different ways and reading for a range of purposes. | | | | | | |
| | C3 | 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. | | | | | | |
| | C4 | Predicting what might happen from details stated and implied. | | | | | | |
| | C5 | Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. | | | | | | |
| | C6 | Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. | | | | | | |
| | C7 | Identifying how language, structure and presentation contribute to meaning. | | | | | | |
| | C8 | Distinguish between statements of fact and opinion. | | | | | | |
| | C9 | Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. | | | | | | |

Develop pleasure in reading and motivation to read.