

Year 5 READING TAF

Working towards the expected standard

- I can read most of the year 3/4 common exception words fluently and am starting to attempt to decode any ambitious, unfamiliar words, whilst using contextual, visual and structural clues to guess the meaning.
- I am more confident when recognising most root words, prefixes and suffixes/word endings and use these to read aloud with greater fluency and accuracy. Including: -sion, -tion, -cial, -tial, -ant, -ance, -ancy, -ent, -ence, -ency, -able, -ably, -ible, -ibly
- I am starting to read some year 5/6 exception words.

I can maintain a positive attitude to reading and understanding of what I have read by:

- showing a growing awareness of the audience when I read out loud and starting to adapt my tone and volume appropriately.
- sharing my point of view about a text with a small group.
- reading a wider range of genres with support and starting to identify the structural differences and similarities.

I can understand what I have read by:

- identifying where ambitious vocabulary has been used in the text.
- starting to identify the difference between literal and figurative language
- drawing inferences from characters' feelings, thoughts and motives.
- making plausible predictions based on knowledge from the text.
- I can use my growing knowledge of texts and organisational devices to retrieve and record information from fiction and non-fiction texts.
- I can start to explain how the author's language makes me feel about the text e.g. the characters' feelings or the message of the book.

Working at the expected standard

- I can read with increasing fluency and can read the majority of the year 5/6 exception words.
- I am able to identify a full range of prefixes and suffixes and use these to help me understand the meaning of unfamiliar words.

I can maintain a positive attitude to reading and understanding of what I have read by:

- when reading out loud, considering how my intonation, tone and volume could be changed for different audiences.
- making comparisons between familiar books.
- reading a wider range of genres with different structures and purposes for pleasure.

I can understand what I have read by:

- explaining how language can give the reader certain impressions about the text.
- asking questions about a familiar text.
- drawing simple inferences and inferring characters' feelings, thoughts and actions, whilst justifying these with evidence.
- making plausible predictions, based on details stated and implied, and starting to use evidence from the text to support these.
- I can identify statements of fact and opinion.
- I can retrieve, record and present information from texts to other readers in informal notes and formal presentations.
- I can participate in discussions about books which are read to me and those that I can read for myself.

Year 5 READING TAF

Working at greater depth

- I can confidently read all of the year 5/6 common exception words and use my knowledge of prefixes, root words, suffixes/ word endings to read with greater fluency and understanding.
- I can read a wider range of challenging text with improving fluency and understanding, decoding the majority of unfamiliar words with speed and skills.

I can maintain a positive attitude to reading and understanding what I have read by:

- confidently reading a greater range of texts aloud, using a wide range of devices to engage the audience e.g. tone, volume and intonation.
- reading for pleasure, discussing and comparing a wide range of genres, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.

I can understand what I have read by:

- starting to recognise themes in what I read.
- comparing characters, settings and themes within a text.
- considering different viewpoints and stating how they differ.
- understanding the difference between literal and figurative language and explain the effects of imagery on the reader.
- drawing inferences based on direct and indirect clues.
- summarising what paragraphs are about and how they are linked.
- I can distinguish independently between statements of fact and opinion, providing reasoned justifications for my views.
- I can participate in discussions about books that are read to me and those that I can read for myself and offer a clear viewpoint by referring confidently to the text.