

Y5 STATEMENTS		Child name	Child name	Child name	Child name	Child name	Child name
V	can apply their growing knowledge of root words, prefixes and suffixes (see English Appendix 1) both to read aloud and to understand the meaning of new words that they meet						
I	can identify and discuss themes and conventions in and across a wide range of writing						
E	can begin to make comparisons within and across some books						
I/ E	can check that the book makes sense to them,						
V	can discuss their understanding and explore the meaning of words in context						
E	can ask questions to improve their understanding						
I	can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence						
P	can predict what might happen from details stated and implied						
S	can summarise the main ideas drawn from more than one paragraph, by identifying key details that support the main ideas						
V/ E	can identify how language, structure and presentation contribute to meaning						
V/ E	can begin to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader						
E	is beginning to distinguish between statements of fact and opinion						
R	can retrieve, record and present information from non-fiction						
E	is beginning to provide reasoned justifications for their views						

Next steps/date

e.g. 10.01.18 - revisit inference skills with NN, KS and RT

Other objectives to be aware of:

- To increasing familiarity with 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
- To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- To read books that are structured in different ways and reading for a range of purposes
- To increase 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
- To recommend books that they have read to their peers, giving reasons for their choices
- To learn a wide range of poetry by heart, using intonation, tone and volume so the meaning is clear to an audience
- To 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
- To begin to explain and discuss their understanding of what they have read, including through a formal presentation and debate

Books the group have read/reader band: (Recommended readers for UKS2 are Reader Q–U. Start lower if necessary)

e.g. 10.01.18 – Reader I - Twinkle Twinkle Firefly (Poetry).