

# NC2014 READING LIST

## OBJECTIVES and CHILD SPEAK TARGETS

### READING Key Stage 2 Year 5

Key Stage	Strand	Objective	Child Speak Target	Greater Depth Target
KS 2 Y5	Word			
KS 2 Y5	Word	<p>[KEY] Apply their initial 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.</p> <p>↳ <b>GD objective:</b> Confidently apply their initial 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.</p>	<i>I use some of the words and word parts that understand already to think about what new words mean and sound like.</i>	<i>I confidently use some of the words and word parts that understand already to think about what new words mean and sound like.</i>
KS 2 Y5	Comprehension			
KS 2 Y5	Comprehension	<p>Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>↳ <b>GD objective:</b> Maintain positive attitudes to reading and understanding of what they read by continuing to read and compare a range of fiction, poetry, plays, non-fiction and reference books or textbooks in a wider context.</p>	<i>I read and discuss a range of fiction, poetry, plays, non-fiction and reference books.</i>	<i>I read and compare a range of fiction, poetry, plays, non-fiction and reference books.</i>
KS 2 Y5	Comprehension	<p>Maintain positive attitudes to reading and understanding of what they read by reading books that are structured for a range of purposes.</p> <p>↳ <b>GD objective:</b> Maintain positive attitudes to reading and understanding of what they read by reading and comparing books that are structured for a range of purposes.</p>	<i>I understand books are set out in different ways for different purposes.</i>	<i>I understand books are set out in different ways for different purposes, and can compare their styles.</i>
KS 2 Y5	Comprehension	<p>[KEY] Maintain positive attitudes to reading and understanding of what they read by increasing their familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>↳ <b>GD objective:</b> Maintain positive attitudes to reading and understanding of what they read by increasing their familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions,</p>	<i>I am becoming familiar with a range of books.</i>	<i>I am becoming familiar with a range of books and can compare their key features.</i>

		comparing their key features.		
KS 2 Y5	Comprehension	Maintain positive attitudes to reading and understanding of what they read by recommending books that they have read to their peers, beginning to give reasons for their choices. ↳ <b>GD objective:</b> Maintain positive attitudes to reading and understanding of what they read by recommending books that they have read to their peers, beginning to justify their choices.	<i>I recommend books I have read to my friends.</i>	<i>I recommend books I have read to my friends and justify some of my choices.</i>
KS 2 Y5	Comprehension	Maintain positive attitudes to reading and understanding of what they read by identifying and discussing themes and conventions in and across a range of writing. ↳ <b>GD objective:</b> Maintain positive attitudes to reading and understanding of what they read by independently identifying and discussing themes and conventions in and across a range of writing.	<i>I am able to identify and discuss themes across a range of writing.</i>	<i>I am able to identify and discuss themes across a range of writing independently.</i>
KS 2 Y5	Comprehension	Maintain positive attitudes to reading and understanding of what they read by beginning to make comparisons within and across books. ↳ <b>GD objective:</b> Maintain positive attitudes to reading and understanding of what they read by beginning to make more detailed comparisons within and across books.	<i>I can make simple comparisons across books I have read.</i>	<i>I can make comparisons across books I have read.</i>
KS 2 Y5	Comprehension	Maintain positive attitudes to reading and understanding of what they read by learning a range of poetry by heart. ↳ <b>GD objective:</b> Maintain positive attitudes to reading and understanding of what they read by learning a wider range of poetry by heart and beginning to compare it with other poems they have learnt.	<i>I have learnt a few poems by heart.</i>	<i>I have learnt more poems by heart and can compare them to other poems I have learnt.</i>
KS 2 Y5	Comprehension	Maintain positive attitudes to reading and understanding of what they read by preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. ↳ <b>GD objective:</b> Maintain positive attitudes to reading and understanding of what they read by preparing poems and plays to confidently read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	<i>I am able to read aloud and perform poems and plays.</i>	<i>I am able to read aloud and perform poems and plays confidently.</i>
KS 2 Y5	Comprehension	[KEY] Understand what they read by checking that a text makes sense to them, discussing their understanding and exploring the meaning of words in context. ↳ <b>GD objective:</b> Understand what they read by clarifying that the text makes sense to them, identifying and discussing their understanding and exploring the meaning of words in context.	<i>I check my understanding of a text through discussion and exploring the meaning of words.</i>	<i>I check my understanding of a text through finding where I think I misunderstand and the exploring the meaning of the text through discussion.</i>
KS 2 Y5	Comprehension	Understand what they read by beginning to ask questions to improve their understanding.	<i>I can ask questions about what I have read.</i>	<i>I can ask probing questions about what I have read.</i>

		↳ <b>GD objective:</b> Understand what they read by beginning to pose probing questions to improve their understanding.		
KS 2 Y5	Comprehension	Understand what they read by beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. ↳ <b>GD objective:</b> Understand what they read by beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with a range of evidence.	<i>I can see that characters do the things they do because of their feelings.</i>	<i>I can see that characters do the things they do because of their feelings and can justify this with evidence gathered from across from the text.</i>
KS 2 Y5	Comprehension	Understand what they read by beginning to predict what might happen from details stated and implied [based on challenging texts, themes, conventions and knowledge about the author or genres]. ↳ <b>GD objective:</b> Understand what they read by beginning to predict more accurately what might happen from key details stated and implied [based on challenging texts, themes, conventions and knowledge about the author or genres].	<i>I can predict what may happen in a story by thinking about what has happened up to now.</i>	<i>I can more accurately predict what may happen in a story by thinking about what has happened up to now and highlighting the key events or clues.</i>
KS 2 Y5	Comprehension	[KEY] Understand what they read by beginning to make simple summaries of the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. ↳ <b>GD objective:</b> Understand what they read by beginning to summarise main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	<i>I am able to make simple summaries of a given number of paragraphs I have read.</i>	<i>I am able to summarise a given number of paragraphs I have read.</i>
KS 2 Y5	Comprehension	Understand what they read by beginning to identify how language, structure and presentation contribute to meaning. ↳ <b>GD objective:</b> Understand what they read by beginning to evaluate how language, structure and presentation contribute to meaning.	<i>I can show how words, phrases and structure all contribute to make different meanings in texts I read.</i>	<i>I can evaluate how some words, phrases and structure all contribute to make different meanings in texts I read.</i>
KS 2 Y5	Comprehension	Beginning to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. ↳ <b>GD objective:</b> Beginning to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader and suggest possible improvements to their own texts.	<i>I know authors use words or phrases which will have impact on a reader.</i>	<i>I know authors use words or phrases which will have impact on a reader and suggest possible improvements.</i>
KS 2 Y5	Comprehension	Beginning to distinguish between statements of fact and opinion. ↳ <b>GD objective:</b> Beginning to distinguish between statements of fact and opinion more confidently.	<i>I know the difference between a fact and an opinion.</i>	<i>I can identify facts and opinions confidently.</i>
KS 2 Y5	Comprehension	[KEY] Beginning to retrieve, record and present information from non-fiction. ↳ <b>GD objective:</b> Beginning to retrieve, record and present information from non-fiction with clarity across a range of contexts.	<i>I can find and make notes on information from non-fiction.</i>	<i>I can find and make notes on information from non-fiction with clarity.</i>
KS 2 Y5	Comprehension	[KEY] Begin to participate in discussions about books that are read to them and those they can read for themselves, building on their own and	<i>I am beginning to participate in discussions about</i>	<i>I am beginning to participate in more detailed discussions about books I have read by listening to</i>

		<p>others' ideas and challenging views courteously.</p> <p>↳ <b>GD objective:</b> Begin to engage in more detailed discussions about books that are read to them and those they can read for themselves, building on their own carefully formulated opinions, others' ideas and challenging views courteously.</p>	<p><i>books I have read by listening to others' ideas.</i></p>	<p><i>others' ideas and sharing my own carefully formulated opinions.</i></p>
KS 2 Y5	Comprehension	<p>Beginning to explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and beginning to use notes where necessary.</p> <p>↳ <b>GD objective:</b> Beginning to explain and discuss their understanding of what they have read independently, including through formal presentations and debates, maintaining a focus on the topic and beginning to use notes where necessary, making links to different subjects or topics.</p>	<p><i>I can debate topics I have read about.</i></p>	<p><i>I can debate topics I have read about making links to different subjects or topics.</i></p>
KS 2 Y5	Comprehension	<p>[KEY] Beginning to provide reasoned justifications for their views.</p> <p>↳ <b>GD objective:</b> Beginning to provide reasoned and detailed justifications for their views.</p>	<p><i>I am able to explain my views.</i></p>	<p><i>I am able to justify my views in greater detail.</i></p>