**Year 5-6 Reading Key Objectives**

**Taken from the National Curriculum**

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|  | Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words |
|  | Making comparisons within and across books |
|  | Modern fiction, fiction from our literary heritage, and books from other cultures and traditions |
|  | Identifying and discussing themes and conventions in and across a wide range of writing |
|  | Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context |
|  | Asking questions to improve their understanding |
|  | Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas |
|  | Predicting what might happen from details stated and implied |
|  | Identifying how language, structure and presentation contribute to meaning |
|  | Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader |
|  | Recommending books that they have read to their peers, giving reasons for their choices |
|  | Participate in discussions about books, building on their own and others’ ideas and challenging views courteously |
|  | Explain and discuss their understanding of what they have read, |
|  | Including through formal presentations and debates, |
|  | Provide reasoned justifications for their views |

**Year 5-6 Reading Key Objectives**

**Summarised form**

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|  | Use knowledge of morphology and etymology to read aloud and understand new words |
|  | Make comparisons within and across books |
|  | Read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions |
|  | Identify and discuss themes and conventions across a wide range of writing |
|  | Discuss understanding of texts, including exploring meaning of words in context |
|  | Ask questions to improve understanding of texts |
|  | Summarise ideas drawn from more than one paragraphs, identifying key details |
|  | Predict future events from details stated and implied |
|  | Identify how language, structure and presentation contribute to meaning |
|  | Discuss how authors use language, including figurative language, to affect the reader |
|  | Make book recommendations, giving reasons for choices |
|  | Participate in discussions about books, building on and challenging ideas |
|  | Explain and discuss understanding of reading |
|  | Participate in formal presentations and debates about reading |
|  | Provide reasoned justifications for views |