



Year 5: The order of objectives is just a suggestion of how to structure your year. Generally, word reading and retrieval skills come first, followed by inference & language in the spring and work on whole text/wider themes in the summer (once a wider range of texts have been taught). Please feel free to change the order or break down larger objectives. The ORT objectives are included to give a clearer idea of what an ARE reader would look like at each stage. ORT follows the NC but offers a wider interpretation of objectives which can be really useful.

<p>Word reading</p> <ul style="list-style-type: none"> 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 that they meet. 				
<p>Reading Comprehension (all year)</p> <p><i>Maintain positive attitudes to reading and an understanding of what they read.</i></p> <ul style="list-style-type: none"> read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways read for a range of purposes 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 	<p>Retrieval</p> <ul style="list-style-type: none"> Ask questions to clarify understanding Skim and scan non-fiction texts at speed for research Talk confidently about the purpose of the text and the specific intentions of the author Use what I know about text structure to find information Identify, collate and discuss the key ideas and information from a range of sources Compare, contrast and evaluate different books 	<p>Deduce & Infer</p> <ul style="list-style-type: none"> Work out the meaning of unknown words from the way that they are used in context Infer messages, moods, feelings and attitudes across a text Explore texts to support and justify predictions and opinions 	<p>Language for effect</p> <ul style="list-style-type: none"> Recognise the use of irony and comment on the writer's intention Discuss the difference between literal and figurative language and the effects of imagery Evaluate the success of a text providing evidence that refers to language, theme and style 	<p>Themes & Conventions</p> <ul style="list-style-type: none"> Recognise language that is a feature of a particular genre and how this contributes to meaning Identify the purpose, audience and organization of different fiction/non-fiction Source fact and opinion in a range of texts
<p>Autumn: ORT levels 16 would be ARE</p> <ul style="list-style-type: none"> I can read several chapters independently. I can identify when characters are depicted through dialogue as well as direct description. I can sometimes work out the author's point of view in both fiction/nonfiction. I can sometimes recognise when a story is told from more than one perspective. 			<p>Extension Yr. 6 Spring objectives:</p> <p>ORT levels 18 would be ARE in the Autumn Term so make sure these are really secure before looking at Spring Term objectives:</p>	
<p>Spring: ORT levels 17 would be ARE</p> <ul style="list-style-type: none"> I can use appropriate expressions when reading aloud, taking into account the punctuation I can work out the meaning of unknown words by using grammar and sentence structure clues, or by drawing on the surrounding page. I can use complex inference and deduction skills to work out meaning across a whole book. I can sometimes point out features that make an author distinctive (tone, manner etc.) 			<p>ORT levels 19 would be ARE</p> <ul style="list-style-type: none"> I can confidently read a range of demanding texts. I can understand how my reaction to a text may differ to someone else's (personal preferences/style). I can use inference to pick out themes that may not be immediately obvious. 	
<p>Summer: ORT levels 18 would be ARE</p> <ul style="list-style-type: none"> I can read demanding fiction & non-fiction texts independently and fluently. I can quote from a book to support my opinions (often unprompted). I can work out the point of view in a story, using inference skills to identify themes and main ideas. 				