Year 5 Reading Targets and Questions

I. I can identify examples of effective description that shows time or place.

- When does the story take place? How do you know?/find a phrase that tells you.
- Where does the character live? How do you know?/find a phrase that tells you.
- Does the setting change how the characters act or react in the story?
- What do you know about this period that helps you to understand the writer's meaning/purpose?
- How would the story change if it was set in a different historical or cultural setting?

2. I can explore, in depth, the meaning of figurative words/phrases, deciding what effect the author intended on the reader and can justify this with evidence from the text.

- Why does the author choose to write this way?
- Why has the author used personification/metaphor/simile/italics/capitals?
- What effect does this have on the text?
- As a reader, how do you feel about ...? How has the author used language to create this feeling?
- Why does the author use short sentences at the climax of the story? What effect does this have on the reader?
- How would you explain personification/metaphor/simile to a younger child?

3. I can identify and compare underlying themes in a range of narrative texts.

- What is the genre of this book? What kind of things do you expect to see in it?
- What are the main themes of this book/text/article? How do you know?
- Can you think of a story with a similar theme? (eg. good/evil, wise/foolish etc.)
- Why has the author written this text? What do you think the author feels about this topic?
- Do these texts share any common features? (eg. theme, language, layout etc.)

4. I can identify how cohesion is achieved in different ways.

- How is the information text organised? Why do you think it is in this order? Why do you think these headings/subheadings were chosen?
- How does each section begin? Why do you think this is?
- How do the headings help when you scan the text?
- How does the author ensure cohesion? Which idea in this paragraph is linked to the next paragraph?
- How has the author used adverbials to create cohesion?

5. I can identify how the author signals change in the narration, time and place and the effect it will have on the reader.

Who is speaking in the story? Has it changed? How does this help you to understand the story?





- How has the author showed that these events happened at different times? Why have they done this?
 How has it helped you to create a fuller understanding of the story?
- How has the author showed that these events happened in different places? Why have they done this?
 How has it helped you to create a fuller understanding of the story?

6. I can retrieve information, referring to more than one place in a text, and where there is competing information.

- Underline the word/phrase/noun/verb which shows that....
- Which paragraph tells you...?
- Which character...? What evidence supports your answer?
- Is ... true or false? How do you know?
- Prove that
- Give one example of
- Find 3 words which describe....
- Can ... have more than one meaning?



7. I can identify biased or balanced viewpoints and discuss texts which explore more than one perspective of an issue.

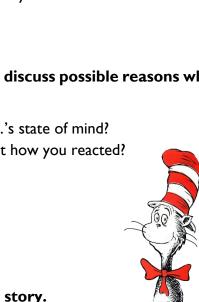
- Is this text used to persuade?
- Does the author have a single view point about ...?
- Is this text an argument text or a balanced argument?
- Which part of the text explains ...?
- Before reading this, what is your opinion on ...?
- Has your opinion changed? Which part of the text persuaded you? Why?
- What language has the author used to persuade you?

8. I can provide evidence of characters changing during a story and discuss possible reasons where they are not stated.

- As the story progresses, what different impressions do you get of ...'s state of mind?
- Have you ever had a similar experience? How did your feelings affect how you reacted?
- Which character interested you most? Why?
- Which character is the most important in the story? Why?
- Which character did you dislike the most? Why?
- Did any of the characters remind you of someone you know? How?

9. I recognise that characters may have different perspectives in a story.

- Why did ... do that?
- Find evidence (specific detail or quote) that shows how ... is feeling?
- Can you choose 3 words or phrases from the text to describe the main character?



- How does ...'s actions show how they are feeling?
- Why doesn't ... want to ...?

10. I consider how the time and place that a story is set in can affects characters' development and plot development.

- When does the story take place? How do you know?/find a phrase that tells you.
- Where does the character live? How do you know?/find a phrase that tells you.
- Does the setting change how the characters act or react in the story?
- What do you know about this period that helps you to understand the writer's meaning/purpose?
- How would the story change if it was set in a different historical or cultural setting?
- Does it matter where this story is set? Could it be set anywhere?
- Would this story have been better set elsewhere?

II. I can use a range of strategies to identify the meaning of new vocabulary.

- How can you unpick the meaning of...?
- What is the root word? What does that mean?
- Is there a prefix or suffix on the word? What does it mean?
- Does it sound like any other words?
- What other word could you use here that would make sense?

12. I can comment on the use of language using terminology such as metaphor and personification.

- Why has the author chosen to use this metaphor/simile/personification?
- What does this phrase help you to imagine?
- Why has the author chosen to use ...?
- What is the importance of ...?
- How has the author used language to create a feeling? What feeling have they created?
- Why has the author used the words? What are they helping the reader to imagine?
- How does the author help the reader to imagine ...?





Year 5 Recommended Reading List

(recommendations from '50 must reads' by Books For Topics)

