

Year 5 Reading Targets and Questions



1. 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?

11. 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 ...?

The **MORE** that you
READ, the more things
 you will **KNOW**.
 The **MORE** that you
Learn, the more places
 you'll **GO**.

Dr. Seuss

Year 5 Recommended Reading List

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



