



**St Augustine's
Catholic Voluntary Academy**

Year Five Targets



This booklet provides information for parents and carers on the end of year expectations for children in our school. These expectations are the minimum requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's teacher.

Reading

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- I can re-read and read ahead to check for meaning.
- I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.
- I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.
- I can identify significant ideas, events and characters; and discuss their significance.
- I can recite poems by heart, e.g. narrative verse, haiku.
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- I can use strategies to find out the meaning of words in context.
- I can use strategies to find out the meaning of idiomatic and figurative language.
- I can identify and comment on writer's use of language for effect. for example, precisely chosen adjectives, similes and personification.
- I can identify grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact on the reader.
- I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
- I can justify inferences with evidence from the text.
- I can summarise the main ideas drawn from a text.



Writing

- I know the audience for and purpose of my writing.
- I use the features and structures of text types taught so far.
- I use grammatical features and vocabulary appropriate for the text types taught so far.
- I can start sentences in different ways.
- I can use sentence starters to highlight the main idea.
- I develop characters through action and dialogue.
- I establish viewpoint as the writer through commenting on characters or events.
- I can show how grammar and vocabulary choices create impact on the reader.
- I choose vocabulary to engage and impact on the reader.
- Spell identified commonly misspelt words from Year 5 and 6 word list.
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Use a thesaurus.
- Use a range of spelling strategies.
- Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.
- Choose the writing implement that is best suited for a task, (e.g. quick notes, letters).



