

My Year 5 Reading Targets



I can discuss and compare events, issues and characters within a book.

I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions.

I can write or give a detailed book review including reasons why I would recommend the book.

I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts.

I can prepare poems and plays to read aloud and perform. I can change my voice to make them sound more interesting to listen to and to make the meaning clear.

I can understand what I am reading by checking the book makes sense and finding the meaning of new words.

I can ask sensible and interesting questions about the texts to help me understand them more.

I can explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text.

I can predict what might happen in increasingly complex texts by using evidence from the text.

I can talk about why authors use language, including figurative language, and the impact it has on the reader.

I can tell the difference between statements of fact and opinion.

I can find and write down facts and information from non-fiction texts.

I can read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

I can read aloud and understand the meaning of at least half of the words on the Year 5/6 list.

Reading

Comprehension

Year 5 Targets Bundle

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My Year 5 Reading Targets

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I can discuss and compare events, issues and characters within a book.	I can prepare poems and plays to read aloud and perform. I can change my voice to make them sound more interesting to listen to and to make the meaning clear.
I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions.	I can understand what I am reading by checking the book makes sense and finding the meaning of new words.
I can write or give a detailed book review including reasons why I would recommend the book.	I can ask sensible and interesting questions about the texts to help me understand them more.
I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts.	I can explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text.

I can read aloud and understand the meaning of at least half of the words on the Year 5/6 list.

Reading

Comprehension

I can predict what is in increasingly complex texts using evidence from the text.

I can talk about language, including language, and on the reader's response.

I can tell the statements.

I can find and information texts.

I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions.

My Year 5 Writing Targets

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I can use a thesaurus
I can use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary
I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.
I can spell some words with 'silent' letters e.g. knight, psalm, solemn.
I can spell words containing the letter-string 'ough' e.g. bought, rough, through, bough.
I can spell words ending in -able and -ible e.g. adorable,

I can understand the following terms: Modal verb, relative pronoun, Relative clause, Parenthesis, bracket, dash, Cohesion, ambiguity
I can use commas to make my writing clear to the reader.
I can use brackets and can also use dashes or commas for the same purpose.
I can link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.
I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.
I can indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.

I can plan my writing by considering how authors have developed characters and settings in what the class have read, heard and seen in other stories, plays or films.
I can draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2
I can draft and write by using words such as then, after that, this, firstly, to build connections in a paragraph.
I can set out my work correctly and use headings, bullet points, or underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions.
I can plan my writing by identifying the audience for, and purpose of the writing, using other similar writing as models for my own work.
I can write pieces describing settings, characters and atmosphere, and include speech that helps picture the character's personality or mood.
I can draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.
I can give feedback on and improve my own writing and my classmates' writing.
I can use feedback on and edit vocabulary, grammar and punctuation to make writing clearer.
I can mark and edit work to have the correct tense throughout.
I can read work looking for spelling errors and correct

I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.

I can explain that some materials will dissolve in liquid, and describe how to recover a substance from a solution.

I can describe the changes in the properties of materials, including how they are affected by heating, cooling, and mixing.

I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

I can describe the changes as they develop to old age.

I can describe how some animals and plants reproduce.

I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

I can describe the changes as they develop to old age.

My Year 5 Science Targets

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I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system.

I can describe the movement of the Moon relative to the Earth.

I can describe the Sun, Earth and Moon as approximately spherical bodies.

I can explain day and night, and the apparent movement of the sun across the sky, using the idea of the Earth's rotation.

Earth and Space

I can show that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

I can demonstrate the effects of air resistance, water resistance and friction, that act between moving surfaces.

I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

Forces and Magnets

My Year 5 Maths Targets

I can add numbers with more than 4 digits using formal written methods (columnar+)	I can subtract numbers with more than 4 digits using formal written methods (columnar-)	I can add mentally using increasingly large numbers.	I can subtract mentally using increasingly large numbers.	I can use rounding to check answers to calculations.
I can count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.	I can count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.	I can use negative numbers in context and can count forwards and backwards with positive and negative whole numbers including through 0.	I can use negative numbers in context and can count forwards and backwards with positive and negative whole numbers including through 0.	I can use negative numbers in context and can count forwards and backwards with positive and negative whole numbers including through 0.
I can read, write, order and compare numbers to at least 1,000,000.	I can read, write, order and compare numbers to at least 1,000,000.	I can estimate and compare acute, obtuse and reflex angles.	I can estimate and compare acute, obtuse and reflex angles.	I can estimate and compare acute, obtuse and reflex angles.
I can know angles are measured in degrees.	I can know angles are measured in degrees.	I can identify angles at a point on a straight line and 1/2 a turn.	I can identify angles at a point on a straight line and 1/2 a turn.	I can identify angles at a point on a straight line and 1/2 a turn.
I can identify, describe and represent the position of a shape follow translation using appropriate language and know that the shape has not changed.	I can identify, describe and represent the position of a shape follow translation using appropriate language and know that the shape has not changed.	I can measure and calculate the perimeter of composite rectilinear shapes in cm and m.	I can measure and calculate the perimeter of composite rectilinear shapes in cm and m.	I can measure and calculate the perimeter of composite rectilinear shapes in cm and m.
I can understand and use approximate equivalences between metric units and common imperial units such as inches/pounds/pints.	I can understand and use approximate equivalences between metric units and common imperial units such as inches/pounds/pints.	I can convert between different units of metric measure (e.g. km to m; cm and mm; cm and mm; kg and g; l and ml)	I can convert between different units of metric measure (e.g. km to m; cm and mm; cm and mm; kg and g; l and ml)	I can convert between different units of metric measure (e.g. km to m; cm and mm; cm and mm; kg and g; l and ml)
I can estimate the area of irregular shapes	I can estimate the area of irregular shapes	I can calculate and compare the area of squares and rectangles, using standard units, cm and m.	I can calculate and compare the area of squares and rectangles, using standard units, cm and m.	I can calculate and compare the area of squares and rectangles, using standard units, cm and m.
I can estimate volume e.g. using 1cm cube blocks to build cuboids	I can estimate volume e.g. using 1cm cube blocks to build cuboids	I can solve problems involving converting	I can solve problems involving converting	I can solve problems involving converting

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