These are the things that children in year 5 must know by the end of the academic year to be on track for their age.

Stoke Reads: Path 5 'Must Know'

Genres

Fiction
Poetry
Plays
Traditional stories
Myths and Legends
Modern fiction
Reference books or text books
Fiction from our literal heritage
Books from other cultures and traditions

Words

Read words on the word list Yr 5&6

Speaking and Listening

Participate in discussions, presentations, performances, role play, improvisations and debates

Gain, maintain and monitor the interest of the listener

Reading

Recommend books to peers giving reasons for choices

Make comparisons within and across books

Learn a wide range of poetry by heart

Prepare poems and plays to read aloud and to perform showing understanding through intonation, tone and volume

Skim texts, when carrying out research find information from more than one source

Recognise abbreviations in books (anon ect)

Appreciate that people use bias in persuasive writing

Understand that two people may have different perspectives on the same event

Read whole books
Be introduced to authors which they might not choose

These 'must know' objectives are split into paths and steps to cover an aspect each term. Children are expected to achieve Path 5 step 1 by the end of the Autumn term, Path 5 step 2 by the end of the Spring term and be working within Path 5 step 3 by the end of the academic year.

	Word Reading	Comprehension	Comprehension	Comprehension	Comprehension
	SR1	**I can understand and interpret** **SR2**	**I can comment on structure and organisation** **SR3**	**I can talk about the writers style** **SR4**	**I can talk about the writers viewpoint and how this makes the reader feel** **SR5**
Path 5: Step 1	Read fluently and expressively, adjusting tone of voice when necessary Tackles unfamiliar words confidently in the context of the text. Apply growing knowledge of root words, prefixes and suffixes as listed in NC English appendix 1. Read aloud and understand the meaning of new words that they meet. Read sight words from Y5/Y6 word lists.	Demonstrate understanding of themes, events etc Refers to the text to support predictions and opinions. Skim, scan and text-mark to research quickly and efficiently. Distinguishes between fact and opinion easily. Discuss the plot and how complications are resolved Empathise with different characters' point of view Confidently identify and draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying actions with evidence. Prepare poems and plays to read aloud and to perform, show understanding through intonation, tone and volume so that the meaning is	Routinely use non-fiction texts to extract information across the curriculum. (Increased challenge within the texts). Make critical comparisons between texts and evaluate their effectiveness with reference to the type of text eg Effective persuasive piece.	Routinely use non-fiction texts to extract information across the curriculum. (Increased challenge within the texts). Identify and describe the styles of individual writers and poets. Identify and comment on expressive, figurative and descriptive language. Use language features of a range of non-fiction text-types to support understanding. Able to explain why an author has used a device eg. simile, metaphor.	Distinguish between fact and opinion across a variety of texts and across the curriculum. Recognises and discusses how the author encourages the reader to empathise with the character, or a particular viewpoint or opinion.
Path 5: Step 2	Respond to more sophisticated punctuation Can scan text and quickly identify familiar / unfamiliar vocabulary Pronounce homophones in the context of the sentence (hear, here) Recognise a full range of prefixes and suffixes (auto, bi, trans, cian etc) Maintain positive attitudes to reading. Read and discuss an increasingly wide range of fiction, poetry, plays, bob-fiction and reference or text books. Read sight words from Y5/Y6 word lists.	Skim and scan to retrieve key information accurately Empathise with different characters' viewpoint and justify my thinking. Confidently identify and draw inferences such as inferring characters' thoughts and motives from their actions, and justifying actions with evidence. Discuss fact and opinion across a variety of texts and across the curriculum. Discusses messages, moods, feelings and attitudes using inference and deduction. Confidently, prepare poems and plays to read aloud and to perform, show understanding through intonation, tone and volume so that the meaning is clear to an audience	Make critical comparisons between texts and evaluate their effectiveness with reference to the type of text Automatically uses non-fiction texts to extract information across the curriculum. (Increased challenge within the texts). Discuss plot how complications are resolved Discuss hybrid texts	Understand how authors use figurative language to create different effects. Critically evaluate how the author has conveyed different viewpoints, characters, and structured plots for effect. Identifies and describe the styles of individual writers and poets. Evaluates the effectiveness of expressive, figurative and descriptive language. Able to explain why an author has used a device eg. simile, metaphor and the impact that it has on the reader.	Discuss fact and opinion across a variety of texts and across the curriculum. Knows why the author has encouraged the reader to empathise with the character, or a particular viewpoint or an opinion, and the impact it has on the reader. Sustains discussion about characters and their motives with reference to text.
Path 5: Step 3	Recommend books to their peers giving reason for their choices, eg language, themes, authorial style. Read sight words from Y5/Y6 word lists. Reads fluently, using a range of punctuation to establish meaning and inform intonation. Uses knowledge of word roots and derivations to pronounce and understand unknown words. Has stamina to tackle initially challenging texts.	Confidently identify and draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying actions with evidence and my own viewpoints. Secure use of skimming, scanning and text-marking so that research is fast and effective. Refers to the text to support predictions and opinions. Re-reads to check accuracy. Compare how different sources	Always refer to the text to support predictions and opinions Make critical comparisons to inform my viewpoints and opinions around the effectiveness of different texts. Automatically use non-fiction texts to extract information across the curriculum. (Increased challenge within the texts).	Understand and evaluate how authors use figurative language to create different effects. Critically evaluate how the author has conveyed different viewpoints, characters, and structured plots for effect. Identifies the style of individual writers and poets and provide examples from a range of texts. Uses the language features of a range of non-fiction text-types to sustain understanding over extended texts	Discuss fact and opinion across a variety of texts and across the curriculum. Knows why the author has encouraged the reader to empathise with the character, or a particular viewpoint or an opinion, and the impact it has on the reader. Formulate own questions to improve their understanding