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| **Year Six – (As Year 5 and…)** | **NAME** |
| **WORD READING** |  |  |  |  |  |
| Read books at an age appropriate interest level.  |  |  |  |  |  |
| Work out unfamiliar words by focusing on all letters in the word*, e.g.* not reading *invitation* for *imitation.* |  |  |  |  |  |
| Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. *un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment* |  |  |  |  |  |
| Use suffixes to understand meanings e.g. *–cious, -tious, -tial, -cial.*  |  |  |  |  |  |
| Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list). |  |  |  |  |  |
| Use etymology to help the pronunciation of new words e.g. *chef, chalet, machine, brochure - French in origin.*  |  |  |  |  |  |
| **COMPREHENSION** **Maintaining positive attitudes to reading** |  |  |  |  |  |
| Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction. |  |  |  |  |  |
| Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. |  |  |  |  |  |
| Independently read longer texts with sustained stamina and interest. |  |  |  |  |  |
| Recommend books to their peers with detailed reasons for their opinions. |  |  |  |  |  |
| Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures. |  |  |  |  |  |
| Learn a wider range of poems by heart. |  |  |  |  |  |
| Prepare poems and play scripts to read aloud and perform using dramatic effects. |  |  |  |  |  |
| **Understanding texts they read independently and those which are read to them** | **NAME** |
| Explain the meaning of new vocabulary within the context of the text. |  |  |  |  |  |
| Demonstrate active reading strategies e.g. *challenging peers with questions, justifying opinions, responding to different viewpoints within a group.* |  |  |  |  |  |
| Use a reading journal to record on-going reflections and responses to personal reading |  |  |  |  |  |
| Explore texts in groups and deepen comprehension through discussion.  |  |  |  |  |  |
| Provide reasoned justifications for their views.  |  |  |  |  |  |
| Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – point+**E**vidence+**E**xplanation.  |  |  |  |  |  |
| Infer characters’ feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. **P**oint+**E**vidence+**E**xplanation*.*  |  |  |  |  |  |
| Predict what might happen from information stated and implied |  |  |  |  |  |
| Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text. |  |  |  |  |  |
| Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in Carrie’s War and Goodnight Mr Tom. |  |  |  |  |  |
| Compare characters within and across texts. |  |  |  |  |  |
| Compare texts written in different periods |  |  |  |  |  |
| Recognise themes within and across texts e.g. *hope, peace, fortune, survival*.  |  |  |  |  |  |
| Distinguish between statements of fact or opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys’ diary and a history textbook. |  |  |  |  |  |
| Skim for gist. |  |  |  |  |  |
| Scan for key information e.g. *identify words and phrases which tell you the character is frustrated,* or *find words/phrases which suggest that a theme park is exciting.* |  |  |  |  |  |
| Use a combination of skimming, scanning and close reading across a text to locate specific detail. |  |  |  |  |  |
| Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects |  |  |  |  |  |
|  | **NAME** |
| Analyse the conventions of different types of writing e.g. *use of dialogue to indicate geographical and/or historical settings for a story.* |  |  |  |  |  |
| Identify how language, structure and presentation contribute to meaning e.g. *persuasive leaflet, balanced argument*. |  |  |  |  |  |
| **Evaluating the impact of the author’s use of language** |  |  |  |  |  |
| Explore, recognise and use the terms personification, analogy, style and effect. |  |  |  |  |  |
| Explain the effect on the reader of the author’s choice of language and reasons why the author may have selected these words, phrases and techniques.  |  |  |  |  |  |
| **Participating in discussion and debate** |  |  |  |  |  |
| Participate in discussions about books, building on their own and others’ ideas and challenging views courteously.  |  |  |  |  |  |
| Explain and discuss their understanding of what they have read, including through formal presentations and debates. |  |  |  |  |  |
| Prepare formal presentations individually or in groups. |  |  |  |  |  |
| Use notes to support presentation of information |  |  |  |  |  |
| Respond to questions generated by a presentation. |  |  |  |  |  |
| Participate in debates on issues related to reading (fiction/non-fiction). |  |  |  |  |  |