

YEAR 6	NATIONAL CURRICULUM EXPECTATIONS		
READING SKILL 1- DECODING	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context 		
	STEPS TO SUCCESS		
	WORKING TOWARDS	WORKING WITHIN	WORKING AT GREATER DEPTH
	<ul style="list-style-type: none"> • Use knowledge of word derivations and word formation to construct the meaning of words in context • Know how to work out the pronunciation of homophones using the context of the sentence • Can recognise complex sentences • Can understand how the meaning of sentences is shaped by punctuation, word order or connectives • Understands how commas, connectives and full stops are used to join and separate clauses and uses them to maintain fluency and understanding when reading • Can apply knowledge of the different uses of the apostrophe to maintain understanding 	<ul style="list-style-type: none"> • Read fluently, using punctuation to establish meaning and inform intonation • Use knowledge of word, roots, derivations and spelling patterns to read unknown words • Understand how complex sentences are constructed and punctuated and use this to deepen understanding when reading • In longer texts, maintain understanding by applying knowledge of the use of pronouns within sentences and between paragraphs • Can cope with different features of language used in poems and prose, for example, from dialect • Can cope with different features of language such as abbreviations ,colloquialisms, and specialist vocabulary 	<ul style="list-style-type: none"> • Use connectives as signposts to indicate a change of tone • Use knowledge of word derivations and word formation, e.g. prefixes, acronyms and letter omission, to construct the meaning of words in context • Can read fluently, understanding and using more sophisticated punctuation marks: colon, semicolon, parenthetical commas, dashes, brackets etc.
YEAR 6	NATIONAL CURRICULUM EXPECTATIONS		
READING SKILL 2- ORGANISATION & RETRIEVAL	<ul style="list-style-type: none"> • Reading books that are structured in different ways and reading for a range of purposes • Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Asking questions to improve their understanding • Distinguish between statements of fact and opinion 		

<ul style="list-style-type: none"> • Retrieve, record and present information from non-fiction • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas 		
STEPS TO SUCCESS		
WORKING TOWARDS	WORKING WITHIN	WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> • Refer to the text to support predictions and opinions, although may still point to a general area rather than being specific • Skim, scan and text-mark to research quickly and efficiently • Can identify similarities and differences in the range of available dictionaries, thesauruses, etc. and evaluate their usefulness • Understand narrative order and chronology, tracking the passing of time in stories • Recognise texts that contain features from more than one genre. e.g. persuasive play script • Identify genre-specific phrases • Understand how paragraphs are linked • Use structural and organisational features of a range of text-types to support understanding 	<ul style="list-style-type: none"> • Secure use of skimming, scanning and text-marking so that research is fast and effective. • Refer to the text to support predictions and opinions (Point + Evidence) • Automatically reads differently for different purposes (skimming/scanning/reflective reading) • Prepare for factual research by evaluating what is known and locating relevant source to use • Confidently use appropriate terminology when discussing any text, whether fiction or non-fiction • Is able to discuss plot, and is able to recognise complications and how they are resolved with a growing depth of knowledge • Understand how stories may vary: e.g. in pace, sequence, complication and resolution • Can identify clearly the main features of different fiction genres • Use structural and organisational features of a range of text-types to sustain understanding over extended texts 	<ul style="list-style-type: none"> • Use the skills of skimming, scanning and textmarking to identify the gist, and to do so fast and effectively • Can draw on detail to give persuasive answers to questions • Explain the structural devices the author has used to organise the text • Comment on the genre-specific language features the author has used to convey information in a non-fiction text • Can identify and understand how stories may vary e.g. in pace, build up, sequence, complication and resolution • Use secure understanding of the language features and structures of the full range of non-fiction text types to support understanding when reading

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READING SKILL 3- READING DETECTIVE	<ul style="list-style-type: none"> • Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying how language, structure and presentation contribute to meaning • Provide reasoned justifications for their views. 		
	STEPS TO SUCCESS		
	WORKING TOWARDS	WORKING WITHIN	WORKING AT GREATER DEPTH
	<ul style="list-style-type: none"> • Identify implicit and explicit points of view • Discuss messages, moods, feelings and attitudes using inference and deduction. • Identify key points when reading an appropriate text, showing by their answers that they have read beyond the text • Begins to use inference and deduction based on implicit information drawn from different points in the text. 	<ul style="list-style-type: none"> • Explain and comment on implicit and explicit points of view • Describe, with examples, how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes • Use bibliographical knowledge of fiction and non-fiction genres to make and confirm predictions of either structure/content or whilst reading 	<ul style="list-style-type: none"> • Compare and contrast implicit and explicit points of view • Refer to the text to support predictions and opinions (Point + Evidence + Explanation) selecting sentences, phrases and relevant information to justify opinions – ‘Mary doesn’t trust him because earlier he had lied to her about the dog, and now he won’t let her see past the door’
YEAR 6	NATIONAL CURRICULUM EXPECTATIONS		
READING SKILL 4- WRITERS’ USE OF LANGUAGE	<ul style="list-style-type: none"> • Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 		
	STEPS TO SUCCESS		
	WORKING TOWARDS	WORKING WITHIN	WORKING AT GREATER DEPTH
	<ul style="list-style-type: none"> • Know how style and vocabulary are linked to the purpose of the text, e.g. exaggerated writing in persuasive text • Identify and describe the styles of individual writers and poets • Identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose(<ul style="list-style-type: none"> • Interpret the effect the choice of language has to create moods, build tension, etc. • Identify the style of individual writers and poets and provide examples from a range of texts(• Use the language features of a range of non-fiction text-types to 	<ul style="list-style-type: none"> • Compare and contrast the styles of individual writers and poets providing examples • Analyse how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes • The writer’s use of a language

	<ul style="list-style-type: none"> • Use language features of a range of non-fiction text-types to support understanding 	sustain understanding over extended texts	features is commented on and explained – ‘The rhythm and rhyme patten together make it mimetic, like the rhythm of the train’
YEAR 6	NATIONAL CURRICULUM EXPECTATIONS		
READING SKILL 5-	Identifying and discussing themes and conventions in and across a wide range of writing		
PURPOSE & IMPACT	STEPS TO SUCCESS		
	WORKING TOWARDS	WORKING WITHIN	WORKING AT GREATER DEPTH
	<ul style="list-style-type: none"> • Is able to talk about themes in a story and recognise thematic links with other texts • Can talk about the author’s techniques for describing characters, settings and actions • Recognise ways in which writers present issues and points of view in fiction and non-fiction – ‘he has only mentioned the bad points about air travel’ • Comments show some awareness of the writer’s viewpoint – ‘It’s all about going to the dentist and why it is important to look after your teeth’ 	<ul style="list-style-type: none"> • Can evaluate text, referring to relevant passages to support their opinion • Respond critically to issues raised in stories by locating evidence in text, and explore alternative courses of action and evaluate the author’s solution • Comments show an awareness of the writer’s viewpoint and respond to this by e.g. re-telling from a different point of view 	<ul style="list-style-type: none"> • The writer’s main purpose is clearly identified through a general overview • Comments on the overall impact of poetry and prose with reference to features, e.g. development of themes • Can comment critically on the overall impact of poetry or prose with reference to, e.g. use of language, development of themes • Can identify and describe the key characteristics about a writer’s or poet’s style
YEAR 6	NATIONAL CURRICULUM EXPECTATIONS		
READING SKILL 6-	<ul style="list-style-type: none"> • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Recommending books that they have read to their peers, giving reasons for their choices • Making comparisons within and across books • Learning a wider range of poetry by heart • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously 		
REAL READER!			

	<ul style="list-style-type: none"> • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary 		
	STEPS TO SUCCESS		
	WORKING TOWARDS	WORKING WITHIN	WORKING AT GREATER DEPTH
	<ul style="list-style-type: none"> • Can compare the openings of a particular novel with the beginnings of other novels read recently • Understand that texts reflect the time and culture in which they were written – Hound of the Baskervilles would have been very scary for Victorian readers’ 	<ul style="list-style-type: none"> • Begin to evaluate texts by comparing how different sources treat the same information • Understand that texts reflect the time and culture in which they were written – ‘Dickens wanted people to feel bad about the way the poor were treated then’ 	<ul style="list-style-type: none"> • Identify the key features of a range of texts • Identify different character types across a range of texts • Identify themes across a range of texts (Social, cultural and historical)