Year Six English – reading and comprehension

Reading Assessment in Y6 should focus on: poetry, modern fiction, fiction from literary heritage, plays, library use, non-fiction, myths and legends, books from other cultures and traditions, reference books or textbooks, drama, whole books.

Children should be given opportunities to: enjoy reading, read aloud a wider range of poetry and age –appropriate books with accuracy and at a reasonable pace, read most words effortlessly and automatically, read silently with good understanding, read widely and frequently in and beyond school for both pleasure and information, recommend books to others with reasons, prepare poems and plays to read aloud and perform, make comparisons within and across books, take part in effective discussion confidently and challenge other opinions and ideas, provide reasoned justifications for their views, broaden their vocabulary and take part in formal presentations and debates.

READING - WORD LEVEL													notes
Apply their growing knowledge of root words to read aloud new words that they meet.													
Apply their growing knowledge of root words to both read aloud and to understand the meaning of new words that they meet.													
Apply their growing knowledge of prefixes to read aloud new words that they meet.													
Apply their growing knowledge of prefixes to read aloud and to understand the meaning of new words that they meet.													

Apply their growing knowledge of suffixes to read aloud new words that they meet.															
Apply their growing knowledge of suffixes to both read aloud and to understand the meaning of new words that they meet.															
Read further exception words, noting the unusual correspondences between spelling and sound.															
Use combined knowledge of phonemes and word derivations to pronounce words correctly e.g. arachnophobia.															
Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.															
Read aloud a wider range of books at an age appropriate level.															
Read aloud accurately with fluency and expression.															
Read fluently, using punctuation to inform meaning.															
Check that their reading makes sense.															
Self -correct reading which does not make sense.															
Discuss their understanding of the text.															
Explore the meaning of words in context.															
Re- read and read ahead to check for meaning.															
Can recite poems learned by heart.															
Can prepare poems and plays to read aloud and to perform.															
Can prepare poems and plays to read aloud and to perform, showing understanding through intonation,															

tone, volume and action.															
Read silently for a sustained period.															
COMPREHENSION															
Familiar with a wide range of books and text types, including myths, legends, traditional stories and books from other cultures and traditions.															
Familiar with and can talk about a wide range of books and text types, including myths, legends, traditional stories and books from other cultures and traditions.															
Read books which are structured in different ways.															
Express personal opinions about a text.															
Can discuss the features of different books and text types.															
Recognise texts that contain features from more than one text type.															
Read silently and then respond to questions about the text.															
Can identify significant ideas, events and characters.															
Can identify significant ideas, events and characters and discuss their significance.															
Make comparisons within and across texts.															
Identify the purpose of a particular text type.															
Identify themes in a text.															
Compare differences in author viewpoint of the same event.															

Summarise the main idea from one paragraph.															
Summarise the main ideas drawn from more than one paragraph.															
Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main idea.															
Retrieve information from non-fiction.															
Retrieve and record information from non-fiction.															
Retrieve, record and present information from non-fiction.															
Participate in discussions about books that are read to them.															
Participate in discussion about books that they have read for themselves.															
Provide reasoned justifications for their views.															
Predict in detail from details stated.															
Predict from details stated and implied.															
Modify predictions in the light of new evidence.															
Understand how word meanings can change in context.															
Recognise nuances in vocabulary choices.															
Evaluate how authors use language, including figurative language and its effect on the reader.															
Recognise rhetorical devices e.g. those used to argue, to persuade, mislead and/or sway the reader.															
Evaluate how effectively texts are structured and															

presented.																
Recommend books to others, giving reasons.																
Distinguish between fact and opinion.																
Understand and use appropriate terminology to discuss texts- metaphor, simile, analogy, imagery, style and effect.																
Make inferences based on textual evidence.																
Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions.																
Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.																
Provide evidence of inferred meanings drawing on evidence across the text.																

Y6 KEY PERFORMANCE INDICATORS