

Year 6 READING			
Aspect	Autumn	Spring	Summer
<b>Applying Phonics</b>	<ul style="list-style-type: none"> <li>• I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</li> <li>• I read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>• I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</li> </ul>		
<b>Reading for Pleasure – Maintaining a positive attitude about reading</b>	<ul style="list-style-type: none"> <li>• I am familiar with a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts.</li> <li>• I know that texts can have elements of more than one text type.</li> <li>• I identify the elements included in a text type.</li> <li>• I can explain why I enjoyed a book or poem and who might also enjoy it.</li> <li>• I evaluate the usefulness of a</li> </ul>	<ul style="list-style-type: none"> <li>• I know that non-fiction texts may include a creative, fictional element.</li> <li>• I can explain how the choices a writer has made about the structure of a text support its purpose.</li> <li>• I can make predictions using knowledge of the conventions different genres and text types.</li> <li>• I understand that non-fiction texts may present the same information with different viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that style and vocabulary are linked to the purpose of the text.</li> <li>• I can explain how the style and vocabulary are linked to the purpose of the text, using evidence.</li> <li>• I evaluate the usefulness of different non-fiction texts by comparing how different writer's present the same information.</li> <li>• I can explain the characteristics of a writer's style, using evidence.</li> <li>• I can explain how the word and language choices support the writer's purpose, using evidence.</li> </ul>

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	non-fiction book to research questions raised.	<ul style="list-style-type: none"> <li>I identify the characteristics of a writer's style.</li> <li>I know that the word and language choices support the writer's purpose.</li> <li>I can record examples of words and language from reading to use in my own writing.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how the techniques and structures used support the writer's purpose, using evidence.</li> <li>I record examples of techniques and structures from reading to use in my own writing.</li> <li>I can comment on the effectiveness of the writer's use of language structures and techniques.</li> </ul>
<b>Reading for Pleasure – Comprehension</b>	<ul style="list-style-type: none"> <li>I understand that there will be unfamiliar words in the texts I read.</li> <li>I use dictionaries to check or find the meaning of unfamiliar</li> </ul>	<ul style="list-style-type: none"> <li>I ask questions to improve and deepen my understanding.</li> <li>I re-read to check that the text is meaningful.</li> <li>I know that a text may need to</li> </ul>	<ul style="list-style-type: none"> <li>I can find the different layers of meaning in a text.</li> <li>I can explain how they contribute to the reader's understanding of the overall meaning, characters,</li> </ul>

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	<p>words.</p> <ul style="list-style-type: none"> <li>• I use meaning-seeking strategies to explore the meaning of words in context.</li> <li>• I use meaning – seeking strategies to explore the meaning of idiomatic and figurative language.</li> </ul>	<p>be read slowly or re-read to deepen my understanding.</p> <ul style="list-style-type: none"> <li>• I know that texts have different layers of meaning – between the lines and beyond the lines.</li> <li>• I summarise the main ideas drawn from a text.</li> </ul>	<p>themes.</p> <ul style="list-style-type: none"> <li>• I make predictions from evidence found and implied information.</li> <li>• I know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react.</li> <li>• I can explain how the context of a text reflects the reaction of the audience it was written for.</li> </ul>
Reading for Pleasure – Justifications for views	<ul style="list-style-type: none"> <li>• I give a personal point of view about a text.</li> <li>• I can explain the reasons for a viewpoint, using evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• I build on others' ideas and opinions about a text in discussion.</li> <li>• I question others' ideas about a text.</li> </ul>	<ul style="list-style-type: none"> <li>• I identify themes in books which have different cultural, social or historical contexts.</li> <li>• I compare and contrast themes in a range of books.</li> </ul>

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	<ul style="list-style-type: none"> <li>• I listen to others' ideas and opinions about a text.</li> </ul>	<ul style="list-style-type: none"> <li>• I make connections between texts which may not initially seem similar.</li> <li>• I can explain why there are connections, using evidence.</li> <li>• I can explain the similarities and differences between different versions of texts.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain how there are common themes in different books, using evidence from reading.</li> </ul>
<b>Explaining and discussing own understanding</b>	<ul style="list-style-type: none"> <li>• I identify key information from a text.</li> <li>• I summarise key information in sentences.</li> <li>• I find key information from different parts of the text.</li> <li>• I summarise key information</li> </ul>	<ul style="list-style-type: none"> <li>• I understand that a narrative can be told from different points of view – narrator, character.</li> <li>• I identify the point of view in a narrative.</li> <li>• I can explore how events are viewed from another</li> </ul>	<ul style="list-style-type: none"> <li>• I understand that the writer may have a viewpoint.</li> <li>• I know that points of view can also be implied.</li> <li>• I identify implied points of view.</li> <li>• I can explain implied points of view, using evidence.</li> </ul>

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	<p>from different parts of the text.</p> <ul style="list-style-type: none"> <li>• I present an oral overview or summary of a text.</li> <li>• I understand the difference between fact and opinion.</li> <li>• I find examples of fact and opinion in texts.</li> <li>• I can explain why one example is fact and another is opinion.</li> <li>• I use point, evidence and explanation (PEE) to respond to questions about texts.</li> </ul>	<p>perspective.</p> <ul style="list-style-type: none"> <li>• I identify the techniques used to create feelings, atmosphere, mood or messages.</li> <li>• I can comment on how the writer's intent affects the reader.</li> </ul>	<ul style="list-style-type: none"> <li>• I identify the writer's viewpoint, for example, how different characters are presented.</li> <li>• I can explain the writer's viewpoint with evidence from the text.</li> <li>• I can explain the effect of the writer's viewpoint on the reader.</li> <li>• I can explain how the techniques used create feelings, atmosphere, mood or messages.</li> </ul>

## Working at a HIGHER STANDARD (Greater Depth)

### YEAR 6 READING

#### Phonics/ Words

- I use a combination of skimming, scanning and text marking to find and collate information and re-present the collated information.
- I compare and contrast the language used in two different texts and identify the grammatical features/techniques used to create mood, atmosphere, key messages and attitudes.
- I identify how writers manipulate grammatical features for effect.

#### Comprehension

- I can draw inferences from subtle clues across a complete text and give a personal response to a range of literature and non-fiction texts.
- I explain the key features, themes and characters across a text and compare and contrast characters.
- I explain the author's viewpoint in a text and present an alternative point of view.
- I explain the main purpose of a text and summarise it succinctly.

#### Reading for Enjoyment

- I confidently state preferences of text type including genre and justify my choices.
- I explain how and why a text has impact on me and identify how characters change during the events of a longer novel.

- I recognise the strategies used by different authors to create tension or suspense in the text.
- I compare and contrast the styles of different writers with evidence and explanation and evaluate their differing styles.
- I appreciate how an author builds relationships between two or more characters and see how this is done over a period of time.
- I recognise how great authors have created strong characters that the reader can empathise with to the point where the reader can anticipate how they would react in certain situations.