

|  | Year Six | | | |
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| Word reading | Apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. | | | |
| | Use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia. | | | |
| | Attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words. | | | |
| | Read fluently, using punctuation to inform meaning. | | | |
| Comprehension | Familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each. | | | |
| | Read books that are structured in different ways. | | | |
| | Recognise texts that contain features from more than one text type. | | | |
| | Evaluate how effectively texts are structured and presented. | | | |
| | Read non-fiction texts to help with my learning. | | | |
| | Read accurately and check that I understand. | | | |
| | Recommend books to others and give reasons for my recommendation. | | | |
| | Identify themes in texts. | | | |
| | Identify and discuss the conventions in different text types. | | | |
| | Identify the key points in a text. | | | |
| | Recite a range of poems by heart, e.g. narrative verse, sonnet. | | | |
| | Prepare poems and plays to read aloud and to perform, showing understanding through | | | |

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| | intonation, tone, volume and action. | | | |
| | Identify and comment on the writer's choice of vocabulary, giving examples and explanation. | | | |
| | Identify and explain how writers use grammatical features for effect; for example, the use of short sentences to build tension. | | | |
| | Show awareness of the writer's craft by commenting on use of language, grammatical features and structure of texts. | | | |
| | Express a personal point of view about a text, giving reasons linked to evidence from texts. | | | |
| | Raise queries about texts. | | | |
| | Make connections between other similar texts, prior knowledge and experience and explain the links. | | | |
| | Compare different versions of texts and explain the differences and similarities. | | | |
| | Listen to others' ideas and opinions about a text. | | | |
| | Build on others' ideas and opinions about a text in discussion. | | | |
| | Explain and comment on explicit and implicit points of view. | | | |
| | Summarise key information from different parts of a text. | | | |
| | Recognise the writer's point of view and discuss it. | | | |
| | Present a personal point of view based on what has been read. | | | |
| | Present a counter-argument in response to others' points of view. | | | |
| | Provide reasoned justifications for my views. | | | |
| | Refer to the text to support opinion. | | | |
| | Distinguish between statements of fact and opinion. | | | |

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| | Find information using skimming to establish the main idea. | | | |
| | Use scanning to find specific information. | | | |
| | Text mark to make research efficient and fast. | | | |
| | Organise information or evidence appropriately. | | | |
| Exceeding Year Six expectations | Explain the structural devices used to organise a text. | | | |
| | Comment on the structural devices used to organise the text. | | | |
| | Read several texts on the same topic to find and compare information. | | | |
| | Explain the main purpose of a text and summarise it succinctly. | | | |
| | Draw inferences from subtle clues across a complete text | | | |
| | Recognise the social, historical and cultural impact on the themes in a text. | | | |
| | Comment on the development of themes in longer novels. | | | |
| | Compare and contrast the styles of different writers with evidence and explanation. | | | |
| | Evaluate the styles of different writers with evidence and explanation. | | | |
| | Prepare poems and plays to read aloud and to perform, using body language, tone, pitch and volume to engage the audience. | | | |
| | Compare and contrast the language used in two different texts. | | | |
| | Identify the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes. | | | |
| | Evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes. | | | |
| | Identify how writers manipulate grammatical | | | |

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| | features for effect. | | | |
| | Analyse why writers make specific vocabulary choices. | | | |
| | Give a personal response to a range of literature and non-fiction texts, stating preferences and justifying them. | | | |
| | Explain how and why a text has impact on a reader. | | | |
| | Identify how characters change during the events of a longer novel. | | | |
| | Explain the key features, themes and characters across a text. | | | |
| | Compare and contrast characters, themes and structure in texts by the same and different writers. | | | |
| | Explain the author's viewpoint in a text and present an alternative point of view. | | | |
| | Explain an opinion, referring to the text to justify it; (<i>Point, evidence, explanation</i>). | | | |
| | Present a counter-argument in response to others' points of view using evidence from the text and explanation (<i>Point, evidence, explanation</i>) | | | |
| | Use a combination of skimming, scanning and text marking to find and collate information. | | | |
| | Re-present collated information. | | | |