



# CASTLETOWN PRIMARY SCHOOL



## Reading Comprehension – Year 6

In independent reading and challenging texts shared at whole class level, the child is able to:

Themes and Conventions	Comprehension	Inference	Language for Effect
<p>1. Make comparisons within and across texts discussing themes e.g. heroism such as Rosa Parks, Grace Darling or fictional characters and conventions e.g. narrative conventions in a range of genre, ballads, news reports</p> <p>2. Identify the main purpose and viewpoint within and across genres and overall effect on the reader e.g. social relationships, community, bias</p> <p>3. Comment on the differences in author viewpoint of the same event e.g. fictional and factual accounts of the Spanish Armada</p> <p>4. Some explanation of how context contributes to meaning e.g. how historical context influenced adverts or war reports from different times and places; how a novel relates to when and where it was written</p> <p>5. Identify and comment on features common to different texts or versions of the same text e.g. characters, settings, presentational features; "In these texts the characters have no positive attributes"; "The writers use openings that imply the character is driving the narrative"; "The texts are all in favour of space exploration".</p>	<p>1. Clearly identify the most relevant points, including those selected from different places in the text</p> <p>2. Make comments generally supported by relevant textual reference or quotation</p> <p>3. Comment on structural choices showing some general awareness of authors' craft e.g. "It tells you all the things burglars can do to a house and then the last section explains how the alarm protects you"</p> <p>4. Clearly identify various features relating to organisation at text level, including form, with some explanation e.g. "Each section starts with a question as if he's answering the crowd"</p> <p>5. Distinguish between fact and opinion</p> <p>6. Summarise the main ideas and, drawing from more than one paragraph, identify key details</p>	<p>1. Make inferences based on textual evidence e.g. read between the lines and find evidence for the interpretation</p> <p>2. Provide explanations of inferred meanings drawing on evidence across the text/s e.g. "Eagles are predators because in every chapter it tells you how animals hide and how small animals get caught"</p> <p>3. Drawing on a range of evidence from different parts of the text, confidently predict in detail using information stated and implied</p> <p>4. Make structured responses by stating the point, finding evidence and explaining ideas</p> <p>5. Summarise in depth the main ideas drawn from more than one paragraph, explaining key details that support them</p>	<p>1. Evaluate how authors use language and its effect on the reader</p> <p>2. Evaluate the impact of figurative language including its effect on the reader</p> <p>3. Understand and use appropriate terminology to discuss texts e.g. metaphor, simile, analogy, imagery, style and effect</p>