Year 6 Targets

Oral
- Recite poems by heart, using intonation, tone and volume to emphasise key elements of the poem and provoke a response in the listener e.g. The Tyger (Blake) Stop All The Clocks (Auden) recital of well-known speeches (Winston Churchill, Martin Luther King, Nelson Mandela)
- Read aloud and perform play scripts, refining their performance to illustrate subtleties e.g. to show changes in character, effects of the plot using asides, expressions, gestures, monologues
- Discuss their understanding of both texts they have read independently and those read to them
- Explain and extend their own views and challenge those of others
- Ask specific questions to develop understanding of a text, topic or theme, including their wider understanding of cultural and social issues e.g. Why did Dickens write so often about the rich and the poor? Why was Adeline treated so badly? (Chinese Cinderella)
- Use notes to support presentations and debates

Word reading
- Read books that are structured in specific ways and for a range of purposes e.g. timeslip stories, texts that provide information about a theme/topic from the past, present and future
- Read a wide range of modern fiction, fiction from our literary heritage and from other cultures and traditions, non-fiction and different forms of poetry
- In line with Appendix 1: Apply their knowledge of root words, prefixes and suffixes to read aloud

V	- Explore the meaning of words in different contexts within fiction and non-fiction e.g. flexible means he was prepared to compromise/means it was bendy - Evaluate how and why authors use language, shades of meaning and a range of figurative devices to impact on the reader e.g. explain the differences between words such as: miffed, irritated, furious, fuming, irate, livid, incensed and their impact - Use age appropriate dictionaries and thesauri to check the meanings of words
I	- Draw inferences across texts about characters' viewpoints, authors' viewpoints and themes e.g. soldiers were disillusioned with the war because the reality was different from what they'd been told - Justify their inferences and views with a variety of references from across texts and by comparing sources and considering the reliability of information e.g. selecting points that support and discrediting points that contradict their argument
P	Predict what may happen based on their wider understanding of content and themes e.g. I think Macbeth will die because it's a tragedy/villain often lose
E	- Identify how the same theme is represented across texts and how multiple themes are presented in longer narratives e.g. loss in WWI poetry/narratives e.g. 'Trash' is about courage, poverty, perseverance - Explain their thinking through making reference to key details and comparisons - Identify the structural conventions of non-fiction in relation to the text type (see range) Identify how the structure and presentation of texts contributes to the meaning e.g. moving backwards and forwards throughout the story ('Holes') using a range of narrators (Trash) pathway stories - Distinguish between fact, opinion and bias
R	- Independently devise key questions and identify themes to research e.g. racism, slavery - Use skimming and scanning to locate information selectively and precisely across a range of sources
S	- Summarise ideas, events and information throughout a text and across texts - Make notes from several sources to gather information - Make choices about the most efficient techniques to make notes - Refine notes by disregarding unreliable information