| **Year 6 READING** | | | | | |
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| ***Aspect*** | **Autumn** | | **Spring** | | **Summer** |
| **Applying Phonics** | * I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. * I read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. * I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. | |  | |  |
| **Reading for Pleasure –**  **Comprehension** | * I understand that there will be unfamiliar words in the texts I read. * I use dictionaries to check or find the meaning of unfamiliar words. * I use meaning-seeking strategies to explore the meaning of words in context. * I use meaning – seeking strategies to explore the meaning of idiomatic and figurative language. | | * I ask questions to improve and deepen my understanding. * I re-read to check that the text is meaningful. * I know that a text may need to be read slowly or re-read to deepen my understanding. * I know that texts have different layers of meaning – between the lines and beyond the lines. * I summarise the main ideas drawn from a text. | | * I continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books. * I can find the different layers of meaning in a text. * I can explain how they contribute to the reader’s understanding of the overall meaning, characters, themes. * I make predictions from evidence found and implied information. * 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. * I can explain how the context of a text reflects the reaction of the audience it was written for. |
| **Reading for Pleasure –**  **Justifications for views** | * I give a personal point of view about a text. * I can explain the reasons for a viewpoint, using evidence from the text. * I listen to others’ ideas and opinions about a text. | | * I build on others’ ideas and opinions about a text in discussion. * I question others’ ideas about a text. * I make connections between texts which may not initially seem similar. * I can explain why there are connections, using evidence. * I can explain the similarities and differences between different versions of texts. | | * I identify themes in books which have different cultural, social or historical contexts. * I compare and contrast themes in a range of books. * I can explain how there are common themes in different books, using evidence from reading. |
| **Explaining and discussing own understanding** | * I identify key information from a text. * I summarise key information in sentences. * I find key information from different parts of the text. * I summarise key information from different parts of the text. * I present an oral overview or summary of a text. * I understand the difference between fact and opinion. * I find examples of fact and opinion in texts. * I can explain why one example is fact and another is opinion. * I use point, evidence and explanation (PEE) to respond to questions about texts. | | * I understand that a narrative can be told from different points of view – narrator, character. * I identify the point of view in a narrative. * I can explore how events are viewed from another perspective. * I identify the techniques used to create feelings, atmosphere, mood or messages. * I can comment on how the writer’s intent affects the reader. | | * I understand that the writer may have a viewpoint. * I know that points of view can also be implied. * I identify implied points of view. * I can explain implied points of view, using evidence. * I identify the writer’s viewpoint, for example, how different characters are presented. * I can explain the writer’s viewpoint with evidence from the text. * I can explain the effect of the writer’s viewpoint on the reader. * I can explain how the techniques used create feelings, atmosphere, mood or messages. |
| **Working at a HIGHER STANDARD (Greater Depth)** | | | | | |
| **Working at a HIGHER STANDARD (Greater Depth)YEAR 6 READING** | | | | | |
| **Phonics/ Words** | | **Comprehension** | | **Reading for Enjoyment** | |
| * 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. | | * 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. | | * 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. | | | | | |