

Year Six Reading

	Term One	Term Two	Term Three	Term Four	Term Five	Term Six	

		Step One	Step Two (Emerging)	Step Three (Expected) EOYE	Exceeding
Word Reading		1. I can read by sight 60 of the year five/six high frequency words. 2. I use my knowledge of root words and prefixes (etymology and morphology) to read and to understand the meaning of new words.	29. I can read by sight 80 of the year five/six high frequency words. 30. I use my knowledge of root words and suffixes (etymology and morphology) to read and to understand the meaning of new words.	41. I can read by sight 90 of the year five/six high frequency words. 42. I use my knowledge of root words, prefixes and suffixes (etymology and morphology) to read and to understand the meaning of new words. 43. I can read a range of age appropriate texts aloud using my skills without hesitation and I re-read books to develop my fluency and confidence.	I have all of the expected strands and I am embedding these skills in all subjects.
Comprehension	TEXTS USED	<u>AGE APPROPRIATE TEXTS</u> Fiction 3. I listen to and discuss a range of fiction texts (using age appropriate texts). 4. I can talk about the structure of a story referring to the story mountain. 5. I can recall a variety of traditional tales and myths and legends 6. I am familiar with a range of modern fiction and fiction from literary heritage (Shakespeare, Dickens) 7. I am familiar with books from other cultures and traditions. 8. I make comparisons within and across books. Non Fiction/Reference 9. I listen to and discuss a range of non fiction texts. 10. I can talk about the structures of non fiction text (e.g. contents, index, glossary, headings, subheadings, introduction, body, fact boxes) Poetry 11. I listen to and discuss a range of poetry. 12. I can talk about the structure of different poems (e.g. shape, acrostic, narrative, riddle) Plays 13. I listen to and discuss a range of play scripts 14. I can talk about the structure of different play scripts (e.g. stage directions)			

		Step One	Step Two (Emerging)	Step Three (Expected) EOYE	Exceeding
Comprehension	SKILLS	15. I can use the meaning of new vocabulary to further my understanding of the text.	31. I ensure the text makes sense to me and develop my knowledge of new vocabulary to further my understanding.	44. I check that the books make sense to me and discuss my understanding, exploring the meaning of new words.	I have all of the expected strands and I am embedding these skills in all subjects.
		16. I can draw inferences on the characters feelings, thoughts and motives and I can find a series of evidence to support my opinion.	32. I can draw inferences on the characters feelings, thoughts and motives and I can summarise several pieces of evidence to support my opinion.	45. I can draw inferences on the characters feelings, thoughts and motives and I can summarise several pieces of appropriate evidence to support my opinion.	
		17. In a group I can predict what might happen from what has been implied in the text.	33. I am beginning to predict what might happen from what has been implied in the text.	46. I can predict what might happen from what has been implied in the text.	
		18. In a group I can summarise the ideas from more than one paragraph in a text.	34. I can summarise the main ideas from more than one paragraph in a text, identifying some key ideas.	47. I can summarise the main ideas from more than one paragraph in a text, identifying the key ideas.	
		19. With support I can discuss the impact the authors’ language has on the reader.	35. I can discuss and have begun to evaluate the impact the authors language has on the reader.	48. I can discuss and evaluate how authors language impacts on the reader.	
		20. With a learning partner I am beginning to identify statements of fact and opinion.	36. I am beginning to distinguish between statements of fact and opinion.	49. I can distinguish between statements of fact and opinion.	
		21. I prepare poems, that I have learnt by heart, to perform to others showing awareness of my audience.	37. I prepare plays, learning lines by heart, to perform to others showing awareness of my audience.	50. I prepare poems and play scripts to read aloud and to perform with appropriate intonation and volume.	
		22. I retrieve relevant information from non-fiction texts for a given purpose.	38. I record relevant information from non-fiction texts for a given purpose.	51. I retrieve, record and present relevant and specific information from non fiction texts for a given purpose.	
		23. I participate in discussions and can build on my own and others ideas showing awareness of different viewpoints.	39. I participate in discussions and have begun to challenge views of others courteously and justify my own views.	52. I participate in discussions and can challenge views of others’ courteously and justify my own views.	
		24. I can explain and discuss what I have read through formal presentations, maintaining focus on the topic.	40. I can explain and discuss what I have read through debates, maintaining focus on the topic.	53. I can explain and discuss my understanding of what I have read through formal presentations and debates and maintain focus on the topic.	
		25. When reading independently I will stop and ask questions to improve my understanding using the appropriate question words.			
		26. I participate in discussions about books I have read and ones read to me, taking turns and listening to what others say.			
		27. I can identify how language, structure and presentation contribute to meaning.			
		28. I can recommend books that I have read to peers, explaining why.			

