

<b>YEAR 6</b>	<b>NATIONAL CURRICULUM EXPECTATIONS</b>		
READING SKILL 1- <b>DECODING</b>	<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</li> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul>		
	<b>STEPS TO SUCCESS</b>		
	<b>WORKING TOWARDS</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATER DEPTH</b>
	<ul style="list-style-type: none"> <li>• Use knowledge of word derivations and word formation to construct the meaning of words in context</li> <li>• Know how to work out the pronunciation of homophones using the context of the sentence</li> <li>• Can recognise complex sentences</li> <li>• Can understand how the meaning of sentences is shaped by punctuation, word order or connectives</li> <li>• Understands how commas, connectives and full stops are used to join and separate clauses and uses them to maintain fluency and understanding when reading</li> <li>• Can apply knowledge of the different uses of the apostrophe to maintain understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Read fluently, using punctuation to establish meaning and inform intonation</li> <li>• Use knowledge of word, roots, derivations and spelling patterns to read unknown words</li> <li>• Understand how complex sentences are constructed and punctuated and use this to deepen understanding when reading</li> <li>• In longer texts, maintain understanding by applying knowledge of the use of pronouns within sentences and between paragraphs</li> <li>• Can cope with different features of language used in poems and prose, for example, from dialect</li> <li>• Can cope with different features of language such as abbreviations, colloquialisms, and specialist vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Use connectives as signposts to indicate a change of tone</li> <li>• Use knowledge of word derivations and word formation, e.g. prefixes, acronyms and letter omission, to construct the meaning of words in context</li> <li>• Can read fluently, understanding and using more sophisticated punctuation marks: colon, semicolon, parenthetical commas, dashes, brackets etc.</li> </ul>
<b>YEAR 6</b>	<b>NATIONAL CURRICULUM EXPECTATIONS</b>		
READING SKILL 2- <b>ORGANISATION &amp; RETRIEVAL</b>	<ul style="list-style-type: none"> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> <li>• Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Asking questions to improve their understanding</li> <li>• Distinguish between statements of fact and opinion</li> </ul>		

<ul style="list-style-type: none"> <li>• Retrieve, record and present information from non-fiction</li> <li>• Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> </ul>		
<b>STEPS TO SUCCESS</b>		
<b>WORKING TOWARDS</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATER DEPTH</b>
<ul style="list-style-type: none"> <li>• Refer to the text to support predictions and opinions, although may still point to a general area rather than being specific</li> <li>• Skim, scan and text-mark to research quickly and efficiently</li> <li>• Can identify similarities and differences in the range of available dictionaries, thesauruses, etc. and evaluate their usefulness</li> <li>• Understand narrative order and chronology, tracking the passing of time in stories</li> <li>• Recognise texts that contain features from more than one genre. e.g. persuasive play script</li> <li>• Identify genre-specific phrases</li> <li>• Understand how paragraphs are linked</li> <li>• Use structural and organisational features of a range of text-types to support understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Secure use of skimming, scanning and text-marking so that research is fast and effective.</li> <li>• Refer to the text to support predictions and opinions (Point + Evidence)</li> <li>• Automatically reads differently for different purposes (skimming/scanning/reflective reading)</li> <li>• Prepare for factual research by evaluating what is known and locating relevant source to use</li> <li>• Confidently use appropriate terminology when discussing any text, whether fiction or non-fiction</li> <li>• Is able to discuss plot, and is able to recognise complications and how they are resolved with a growing depth of knowledge</li> <li>• Understand how stories may vary: e.g. in pace, sequence, complication and resolution</li> <li>• Can identify clearly the main features of different fiction genres</li> <li>• Use structural and organisational features of a range of text-types to sustain understanding over extended texts</li> </ul>	<ul style="list-style-type: none"> <li>• Use the skills of skimming, scanning and textmarking to identify the gist, and to do so fast and effectively</li> <li>• Can draw on detail to give persuasive answers to questions</li> <li>• Explain the structural devices the author has used to organise the text</li> <li>• Comment on the genre-specific language features the author has used to convey information in a non-fiction text</li> <li>• Can identify and understand how stories may vary e.g. in pace, build up, sequence, complication and resolution</li> <li>• Use secure understanding of the language features and structures of the full range of non-fiction text types to support understanding when reading</li> </ul>

<b>YEAR 6</b>	<b>NATIONAL CURRICULUM EXPECTATIONS</b>		
READING SKILL 3- <b>READING DETECTIVE</b>	<ul style="list-style-type: none"> <li>• Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Identifying how language, structure and presentation contribute to meaning</li> <li>• Provide reasoned justifications for their views.</li> </ul>		
	<b>STEPS TO SUCCESS</b>		
	<b>WORKING TOWARDS</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATER DEPTH</b>
	<ul style="list-style-type: none"> <li>• Identify implicit and explicit points of view</li> <li>• Discuss messages, moods, feelings and attitudes using inference and deduction.</li> <li>• Identify key points when reading an appropriate text, showing by their answers that they have read beyond the text</li> <li>• Begins to use inference and deduction based on implicit information drawn from different points in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain and comment on implicit and explicit points of view</li> <li>• Describe, with examples, how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes</li> <li>• Use bibliographical knowledge of fiction and non-fiction genres to make and confirm predictions of either structure/content or whilst reading</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast implicit and explicit points of view</li> <li>• Refer to the text to support predictions and opinions (Point + Evidence + Explanation) selecting sentences, phrases and relevant information to justify opinions – ‘Mary doesn’t trust him because earlier he had lied to her about the dog, and now he won’t let her see past the door’</li> </ul>
<b>YEAR 6</b>	<b>NATIONAL CURRICULUM EXPECTATIONS</b>		
READING SKILL 4- <b>WRITERS’ USE OF LANGUAGE</b>	<ul style="list-style-type: none"> <li>• Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>		
	<b>STEPS TO SUCCESS</b>		
	<b>WORKING TOWARDS</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATER DEPTH</b>
	<ul style="list-style-type: none"> <li>• Know how style and vocabulary are linked to the purpose of the text, e.g. exaggerated writing in persuasive text</li> <li>• Identify and describe the styles of individual writers and poets</li> <li>• Identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose(</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret the effect the choice of language has to create moods, build tension, etc.</li> <li>• Identify the style of individual writers and poets and provide examples from a range of texts(</li> <li>• Use the language features of a range of non-fiction text-types to</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast the styles of individual writers and poets providing examples</li> <li>• Analyse how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes</li> <li>• The writer’s use of a language</li> </ul>

	<ul style="list-style-type: none"> <li>• Use language features of a range of non-fiction text-types to support understanding</li> </ul>	sustain understanding over extended texts	features is commented on and explained – ‘The rhythm and rhyme patten together make it mimetic, like the rhythm of the train’
<b>YEAR 6</b>	<b>NATIONAL CURRICULUM EXPECTATIONS</b>		
READING SKILL 5-	Identifying and discussing themes and conventions in and across a wide range of writing		
<b>PURPOSE &amp; IMPACT</b>	<b>STEPS TO SUCCESS</b>		
	<b>WORKING TOWARDS</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATER DEPTH</b>
	<ul style="list-style-type: none"> <li>• Is able to talk about themes in a story and recognise thematic links with other texts</li> <li>• Can talk about the author’s techniques for describing characters, settings and actions</li> <li>• Recognise ways in which writers present issues and points of view in fiction and non-fiction – ‘he has only mentioned the bad points about air travel’</li> <li>• Comments show some awareness of the writer’s viewpoint – ‘It’s all about going to the dentist and why it is important to look after your teeth’</li> </ul>	<ul style="list-style-type: none"> <li>• Can evaluate text, referring to relevant passages to support their opinion</li> <li>• Respond critically to issues raised in stories by locating evidence in text, and explore alternative courses of action and evaluate the author’s solution</li> <li>• Comments show an awareness of the writer’s viewpoint and respond to this by e.g. re-telling from a different point of view</li> </ul>	<ul style="list-style-type: none"> <li>• The writer’s main purpose is clearly identified through a general overview</li> <li>• Comments on the overall impact of poetry and prose with reference to features, e.g. development of themes</li> <li>• Can comment critically on the overall impact of poetry or prose with reference to, e.g. use of language, development of themes</li> <li>• Can identify and describe the key characteristics about a writer’s or poet’s style</li> </ul>
	<b>YEAR 6</b>	<b>NATIONAL CURRICULUM EXPECTATIONS</b>	
READING SKILL 6-	<ul style="list-style-type: none"> <li>• Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>• Recommending books that they have read to their peers, giving reasons for their choices</li> <li>• Making comparisons within and across books</li> <li>• Learning a wider range of poetry by heart</li> <li>• Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously</li> </ul>		
<b>REAL READER!</b>			

	<ul style="list-style-type: none"> <li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> </ul>		
	<b>STEPS TO SUCCESS</b>		
	<b>WORKING TOWARDS</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATER DEPTH</b>
	<ul style="list-style-type: none"> <li>• Can compare the openings of a particular novel with the beginnings of other novels read recently</li> <li>• Understand that texts reflect the time and culture in which they were written – Hound of the Baskervilles would have been very scary for Victorian readers’</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to evaluate texts by comparing how different sources treat the same information</li> <li>• Understand that texts reflect the time and culture in which they were written – ‘Dickens wanted people to feel bad about the way the poor were treated then’</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the key features of a range of texts</li> <li>• Identify different character types across a range of texts</li> <li>• Identify themes across a range of texts (Social, cultural and historical)</li> </ul>