Year 6 Reading Objectives

	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name
1. Word Reading - Fluency, Decoding and Reading Stamina																																
6.1.a.1 Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet																																
6.1.a.2 Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word																																
6.1.a.3 Read aloud books closely matched to their improving fluency and understanding, sounding out unfamiliar words accurately, automatically and without undue hesitation																																
6.1.a.4 In Age Appropriate books: read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute																																
6.1.a.5 prepare readings with appropriate intonation to show their understanding;																																
6.1.a.6 Read silently and discuss what they have read																																
6.1.a.7 Use combined knowledge of phonemes and word derivations to pronounce words correctly. for example: arachnophobia, audience																																
6.1.a.8 Read fluently, using punctuation to inform meaning.																																
2. Comprehension - (A) Range of Reading																																
6.2.a.1 Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks																																
6.2.a.2 Maintain positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes																																
6.2.a.3 Pupil can make comparisons within and between books and between versions of the same text, giving examples to support opinions: e.g. Stanley is a bit like Sirius Black because they are both held captive even though they are innocent.																																
2. Comprehension - (B) Familiarity with Texts																																
6.2.b.1 Maintain positive attitudes to reading and understanding of what they read by: 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																																
6.2.b.2 Maintain positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in and across a wide range of writing																																
2. Comprehension - (C) Poetry and Performance																																
6.2.c.1 Maintain positive attitudes to reading and understanding of what they read by: learning a wider range of poetry by heart																																
6.2.c.2 Maintain positive attitudes to reading and understanding of what they read by: 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																																
6.2.c.3 To recognise and find examples of simile / metaphor / alliteration / personification in poems																																
2.Comprehension - (D) Word Meanings																																
6.2.d.1 To identify how the writers' choice of vocabulary is contributing to the meaning of the text or impacts on the reader.																																
6.2.d.2 To select words and phrases which show how a character is feeling.																																
6.2.d.3 To recognise different types of vocabulary which has been used for effect or impact.																																

6.2.d.4 To independently use dictionary in order to decipher meaning from the text.																														
2. Comprehension - (E)Understanding																														
6.2.e.1 Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context																														
6.2.e.2 Pupils can usually ask themselves questions to improve their understanding when independently reading an age-appropriate texts: e.g. Well, if the water all disappeared from Green Lake because of a curse, I wonder if it could be brought back again somehow?																														
6.2.e.3 Understand what they read by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas																														
6.2.e.4 Identify and explain how writers use grammatical features for effect. for example, the use of short sentences to build tension.																														
2. Comprehension - (F) Inference																														
6.2.f.1 Understand what they read by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence																														
6.2.f.2 Pupil can draw inferences from their independent reading of age-appropriate texts and explains thinking, routinely returning to text to support opinions: e.g. Mr Pendanski sits in a circle with the boys and ask them about their future. He seems to really care about them because he won't let X-ray laugh at the idea of Magnet being an animal trainer. He talks to all of them with respect but he's not soft because he tells them they are each the only person responsible for them being there.																														
6.2.f.3 Explain and comment on explicit and implicit points of view.																														
2. Comprehension - (G) Prediction																														
6.2.g.1 Understand what they read by: predicting what might happen from details stated and implied																														
6.2.g.2 Pupil can usually read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader: e.g. I think we're being told about the yellow-spotted lizard and how it likes to live in holes because Stanley is going to get bitten by one. The author just made sure in the previous chapter that we know the boys use holes to go to the bathroom so the reader is being set up for it. Magnet also warns him, and often when a character gets a warning it also warns the reader the bad thing is going to happen.																														
2. Comprehension - (H) Authorial Intent																														
6.2.h.1 Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader																														
6.2.h.2 Understand what they read by: identifying how language, structure and presentation contribute to meaning																														
2. Comprehension - (I) Non Fiction																														
6.2.i.1 Distinguish between statements of fact and opinion																														
6.2.i.2 Pupil can usually, in their reading of age-appropriate texts, distinguish opinions and assertions from facts, questioning what they read and looking for evidence to support questions within a text or in footnotes or references.																														
6.2.i.3 Retrieve, record and present information from non-fiction																														
6.2.i.4 Pupil can usually identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts on paper and on screen to answer them. Usually records information in a form that can be easily retrieved. Usually presents information in ways that are coherent and useful to themselves and others.																														
6.2.i.5 To retrieve key vocabulary for the text and explain the meaning in context.																														
2. Comprehension - (J) Discussing Reading																														

6.2.j.1 Maintain positive attitudes to reading and understanding of what they read by: recommending books that they have read to their peers, giving reasons for their choices																														
6.2.j.2 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																														
6.2.j.3 Express a personal point of view about a text, giving reasons linked to evidence from texts.																														
6.2.j.4 Make connections between other similar texts, prior knowledge and experience and explain the links.																														
6.2.j.5 Compare different versions of texts and explain the differences and similarities.																														
6.2.j.6 Recognise the writer's point of view and discuss it.																														
3. Greater Depth Statements (Focus education) Above 110 scaled score.																														
6.3.1 Explain the structural devices used to organise a text.																														
6.3.2 Comment on the structural devices used to organise the text.																														
6.3.3 Read several texts on the same topic to find and compare information.																														
6.3.4 Explain the main purpose of a text and summarise it succinctly.																														
6.3.5 Draw inferences from subtle clues across a complete text																														
6.3.6 Recognise the impact of the social, historical, cultural on the themes in a text.																														
6.3.7 Compare and contrast the styles of different writers with evidence and explanation.																														
6.3.8 Evaluate the styles of different writers with evidence and explanation.																														
6.3.9 Prepare poems and plays to read aloud and to perform, using body language, tone, pitch and volume to engage the audience.																														
6.3.10 Compare and contrast the language used in two different texts.																														
6.3.11 Identify the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes.																														
6.3.12 Evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes.																														
6.3.13 Identify how writers manipulate grammatical features for effect.																														
6.3.14 Analyse why writers make specific vocabulary choices.																														
6.3.15 Give a personal response to a range of literature and non-fiction texts, stating preferences and justifying them.																														
6.3.16 Explain how and why a text has impact on a reader.																														
6.3.17 Identify how characters change during the events of a longer novel.																														
6.3.18 Explain the key features, themes and characters across a text.																														
6.3.19 Compare and contrast characters, themes and structure in texts by the same and different writers.																														
6.3.20 Explain the author's viewpoint in a text and present an alternative point of view.																														
6.3.21 Explain an opinion, referring to the text to justify it; Point, Evidence and Explanation (PEE).																														
6.3.22 Present a counter-argument in response to others' points of view using evidence from the text and explanation (PEE).																														
6.3.23 Re-present collated information.																														

2) Comprehension Note for references to 'age-appropriate' texts: The English programmes of study: key stages 1 and 2 (page 26) states that 'The knowledge and skills that pupils need in order to comprehend are very similar at different ages. That is why the programme of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.' It goes on to say (page 35) that 'Pupils should continue to apply what they have already learnt to more complex writing.' For this reason, the 'What to look for' descriptors read very similarly across the year groups for comprehension, so progression is achieved by increasing the complexity and challenge of what pupils are being asked to read and the questions they are being asked to discuss. The examples given are drawn from 'age-appropriate' texts. Pupils should not be assessed as meeting or exceeding expectations if they are not reading and discussing texts suitable to their age group.																															