

Reading Assessment – Year 6

Autumn Term	Spring Term	Summer Term
<u>Word reading & decoding</u>	<u>Word reading & decoding</u>	<u>Word reading & decoding</u>
<ul style="list-style-type: none"> • Begin to apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1 to read aloud • Checking the text makes sense to them as they read and self correcting errors 	<ul style="list-style-type: none"> • 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. • Checking the text makes sense to them as they read and self correcting errors 	<ul style="list-style-type: none"> • Confidently 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. • Checking the text makes sense to them as they read and self correcting errors
<u>Comprehension</u>	<u>Comprehension</u>	<u>Comprehension</u>
<ul style="list-style-type: none"> • Have developed a positive attitude to reading and understanding what they read • Begin to read a wider range of plays, non-fiction, reference books, text books and poetry • Read a range of books that are structured in different ways • Be familiar with some myths, legends, traditional tales, modern fiction and fiction from our literary heritage including books from other cultures and traditions • Begin to offer likes and dislikes about books they have read to a peer or adult • Know what themes in books are and identify some of these across some writing genres • Articulate some similarities between two books • Learn a poem to recite by heart • Preparing and performing poems and plays to read aloud and to perform • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Begin to ask more complex questions about the text to improve their understanding • Make inferences about characters thoughts and feelings using evidence to justify these • Make appropriate predictions based on what might happen and begin to do so in more depth and detail • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identify some ways language, structure and presentation contribute to meaning in what they read • Discuss some simple and some more complex ways that authors use language, including figurative language, considering the impact on the reader • Identify facts from within a text • Retrieve and record accurate information from non-fiction • Begin to participate in discussions about books that are read to them and those they can read for themselves • Clearly explain and discuss their understanding of what they have read • Provide reasoned justifications for their views about texts that are familiar to them 	<ul style="list-style-type: none"> • Maintain a positive attitude to reading and understanding what they read • Read a wider range of plays, non-fiction, reference books, text books and poetry • Read for a range of purposes • Read a range of books that are structured in different ways and show awareness of this • Be familiar with many myths, legends, traditional tales, modern fiction and fiction from our literary heritage including books from other cultures and traditions • Recommend books they have read to their peers • Identify and discuss themes across a range of writing genres • Articulate many similarities and differences between books • Be able to recite a few poems by heart • Preparing and performing poems and plays to read aloud and to perform • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Ask more complex, reasoned questions about the text to improve their understanding • Make inferences about characters thoughts, feelings and motives from their actions using evidence to justify these • Make appropriate predictions based on what might happen and details that are stated and implied • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identify many ways language, structure and presentation contribute to meaning in what they read • Discuss many more complex and subtle ways that authors use language, including figurative language, considering the impact on the reader • Identify facts and opinions from within a text • Retrieve, record and display accurate information from non-fiction • Participate meaningfully in discussions about books that are read to them and those they can read for themselves • Explain and discuss their understanding of what they have read clearly to others in presentations • Provide reasoned justifications for their views from a range of text types 	<ul style="list-style-type: none"> • Maintain a positive attitude to reading and understanding what they read • Independently select a wider range of plays, non-fiction, reference books, text books and poetry to read themselves for pleasure • Read for a range of purposes and select books that are appropriate for each independently • Read a range of books that are structured in different ways and show awareness of this and the reasons why • Be familiar with a wide range of myths, legends, traditional tales, modern fiction and fiction from our literary heritage including books from other cultures and traditions • Confidently recommend books they have read to their peers with reasoning • Identify and discuss themes across a wide range of writing genres • Make reasoned comparisons within and across a wide range of books • Learning to recite a wider range of poetry by heart • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Confidently ask more complex, reasoned questions about the text to improve their understanding • Make more subtle inferences about characters thoughts, feelings and motives from their actions using evidence to justify these • Make appropriate, detailed predictions based on what might happen and details that are stated and implied • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Confidently and accurately identify how language, structure and presentation contribute to meaning in what they read • Discuss a wide range of more subtle and complex ways that authors use language, including figurative language, considering the impact on the reader • Distinguish between fact and opinion from within a range of texts • Retrieve and record information from a range of non-fiction writing and display this in variety of ways • Participate meaningfully 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 • 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 • Provide reasoned justifications for a wider their views from a range of text types including those that are unseen