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| Year 6             |                                                                                                                                                                       |
| Decoding text      | Read a wide range of texts accurately and effortlessly by:                                                                                                            |
|                    | paying close attention to the whole word                                                                                                                              |
|                    | reading most words automatically including all Y5/6 further exception words and words that contain all Y5/6 prefixes and suffixes                                     |
|                    | automatically applying knowledge of morphology, etymology and analogy                                                                                                 |
|                    | Develop reading fluency by:                                                                                                                                           |
|                    | reading a wide range of text accurately and at pace; controlling their tone, pitch, pace and volume to reflect mood and character, and create atmosphere              |
| Comprehending Text | Develop the language and vocabulary needed to understand text by:                                                                                                     |
|                    | using their knowledge of morphology to clarify unfamiliar words                                                                                                       |
|                    | using inference and context to clarify unfamiliar words                                                                                                               |
|                    | using dictionaries efficiently to locate information about words met in reading and to identify the most appropriate meaning of a word from alternative definitions   |
|                    | Understand texts they can read accurately and fluently and those they listen to by:                                                                                   |
|                    | drawing on background knowledge particularly from other texts to identify and relate to more complex themes                                                           |
|                    | asking questions about more complex themes as they read                                                                                                               |
|                    | making predictions as they read drawing on prior knowledge from their own experiences and other complex texts                                                         |
|                    | using information in the text to support or alter their assumptions                                                                                                   |
|                    | noticing when they do not understand the more complex themes in the text and using a range of strategies to support their understanding                               |
|                    | using information given and implied to identify and explore key ideas and more complex themes.                                                                        |
|                    | examining their reasoning and using evidence from the text to confirm or adjust their assumptions.                                                                    |
|                    | making regular, brief summaries of what has been read, considering what is known or can be inferred in relation to more complex themes, giving examples from the text |

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| Responding to text | <u>Show</u> their understanding of texts they have heard and read by:                                                                                                                                                                                                                   |
|                    | building on their own and others' ideas and challenging views courteously and providing reasoned justifications for their views                                                                                                                                                         |
|                    | recognising discussing, and using drama techniques to explore themes; compare characters; compare differing accounts and viewpoints in more complex texts                                                                                                                               |
|                    | using information they have gathered from fiction and non-fiction to participate in debates about more complex issues and to create formal presentations.                                                                                                                               |
|                    | <u>Develop</u> a positive attitude to reading by:                                                                                                                                                                                                                                       |
|                    | reading and discussing an increasingly wide range of poetry, plays, non-fiction (including reference books or textbooks) and fiction including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions |
|                    | recommending books from a wide range of genres and authors and making links with other texts                                                                                                                                                                                            |
| Analysing Text     | <u>Evaluate how</u> authors use language structures and presentation by:                                                                                                                                                                                                                |
|                    | analysing how structure e.g., time shifts, dual narrative enhances impact                                                                                                                                                                                                               |
|                    | analysing the effectiveness of an author's structural and presentational choices                                                                                                                                                                                                        |
|                    | analysing how language influences the reader e.g., bias, tone, emotive language                                                                                                                                                                                                         |
|                    | analysing the effectiveness of an author's language, choices                                                                                                                                                                                                                            |
|                    | justifying their personal interpretation of how an author crafted meaning                                                                                                                                                                                                               |
|                    | 7                                                                                                                                                                                                                                                                                       |

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| Vocabulary | Account             |
|            | Analogy             |
|            | Audience            |
|            | Authorial technique |
|            | Character           |
|            | Compare             |
|            | Comprehension       |
|            | Context             |
|            | Contrast            |
|            | Cues                |
|            | Deduction           |
|            | Effect              |
|            | Features            |
|            | Fiction             |
|            | Figurative          |
|            | Genre               |
|            | Imagery             |
|            | Impact              |
|            | Implied             |
|            | Inference           |
|            | Intonation          |
|            | Justify             |
|            | Metaphor            |
|            | Non-fiction         |
|            | Prediction          |
|            | Retrieval           |

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|  | Setting<br>Summarised<br>Theme<br>Tone<br>Viewpoint<br>Vocabulary |
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