

Age-related expectations: Year Six

Reading

Reading words

1. Can fluently read a set text appropriate for their age.
2. Apply phonic knowledge and skills to read unfamiliar words.
3. Apply knowledge of root words, prefixes and suffixes (see National Curriculum, Appendix 1, Y5,6 list) to read aloud (attempting pronunciation) and to understand the meaning of unfamiliar words.
4. Use combined knowledge of phonemes and word derivations to pronounce words correctly (eg arachnophobia, audience)
5. Read fluently, using punctuation to inform meaning.
6. Apply knowledge of morphology and etymology to read and understand words.
7. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Finding and understanding facts

8. Understand books (and other texts) read independently, ensuring that the book is meaningful and discuss what has been understood.
9. Summarise the main ideas drawn from a text (more than one paragraph), identifying key details that support the main ideas.
10. Explain the main purpose of a text.
11. Retrieve relevant information by skimming and scanning, taking notes / highlighting to record key points.
12. Explore meanings of unfamiliar words and idiomatic and figurative language, eg by using meaning-seeking strategies.
13. Collate and organise information / points / evidence appropriately.
14. Distinguish between statements of fact and opinion.

↗Use a combination of skimming, scanning and text marking to find and collate information. ↗Re-present collated information.
↗Explain the main purpose of a text and summarise it succinctly. ↗Explain the key features, themes and characters across a text.

Finding and understanding clues

15. Draw inferences eg inferring characters' feelings, thoughts and motives from their actions.
16. Develop explanations to justify inferences.
17. Predict what might happen from details stated and implied from across a text.
18. Raise queries about texts.
19. Ask questions to extend understanding.

↗Draw inferences from subtle clues across a complete text. ↗Explain how and why a text has impact on a reader. ↗Identify how characters change during the events of a longer novel.
↗Comment on the development of themes in longer novels. ↗Explain the key features, themes and characters across a text.

Organisation

20. Identify, comment (with consideration of impact) and back up views on how language, structure and presentation contribute to the meaning and effectiveness of a text (eg is it clear, attractive, easy to fact-find).
21. Read books (and other texts) that are structured in different ways.
22. Identify and discuss the conventions of different text types.
23. Recognise texts that contain features from more than one text type.

↗Explain the structural devices used to organise a text. ↗Comment on the structural devices used to organise the text.
↗Read several texts on the same topic to find and compare information. ↗Compare and contrast characters, themes and structure in texts by the same and different writers.

Writer's choice

24. Identify, comment (with consideration of impact) and back up views on writer's choice of vocabulary.
25. Identify, comment (with consideration of impact) and back up views on writer's craft, including figurative language, grammatical features, text structure eg the use of short sentences to build tension.
26. Explain and comment on explicit and implicit points of view.
27. Identify and discuss the conventions of different text types.

↗Compare and contrast the language used in two different texts. ↗Identify the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes.
↗Evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes.
↗Identify how writers manipulate grammatical features for effect. ↗Analyse why writers make specific vocabulary choices.