

Lynnfield Primary School – Reading

Children should be able to achieve the following statements within a Y6 appropriate text – Cream (red)

Year 6 - Autumn	Year 6 -Spring
Expected Standard	
Word Reading	Word Reading
<ul style="list-style-type: none"> <li>Read age appropriately as evidenced by: Bookband;</li> <li>Salford test within 3 months of chronological age;</li> <li>Last standardised test score 97 - 103</li> <li>Read age appropriate books – see list</li> <li>Be able to apply a growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in Appendix 1 of the English national curriculum document, both to read aloud and to understand the meaning of new words</li> </ul>	<ul style="list-style-type: none"> <li>Read age appropriately as evidenced by: Bookband;</li> <li>Salford test within 3 months of chronological age;</li> <li>Last standardised test score 97 - 103</li> <li>Read age appropriate books such as; ‘Holes – Louis Sarcher’, ‘Private Peaceful’ - Michael Morpurgo and ‘Skellig’ – David Almond *Not an expectation that these books are used in class</li> <li>Be able to apply a growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in Appendix 1 of the English national curriculum document, both to read aloud and to understand the meaning of new words</li> </ul>
Comprehension	INDEPENDENTLY Comprehension
<ul style="list-style-type: none"> <li>Begin to identify questions that a familiar Y6 text suggests (eg when an author leaves something unexplained for effect)</li> <li>Evaluate how language, structure and presentation contribute to meaning</li> </ul> <p><b>Self-Monitoring</b></p> <ul style="list-style-type: none"> <li>Read aloud with intonation that shows understanding</li> </ul> <p><b>Prediction</b></p> <ul style="list-style-type: none"> <li>Predict what might happen from details stated and implied (GD – with detailed reasoned justifications)</li> </ul> <p><b>Inference</b></p> <ul style="list-style-type: none"> <li>Draw and justify inference such as inferring character’s feeling thoughts and motives from their actions in a familiar Y6 text</li> <li>Begin to distinguish between statements of fact and opinion</li> <li>Compare characters within a text, discussing their viewpoints and justifying views with evidence in a familiar text</li> </ul> <p><b>Retrieval</b></p> <ul style="list-style-type: none"> <li>Retrieve, precisely record and present information from a familiar Y6 text</li> </ul> <p><b>Summary</b></p> <ul style="list-style-type: none"> <li>Summarise the main ideas from across a text and identify supporting detail within a familiar Y6 text</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Work out the meaning of ambitious words in familiar Y6 texts from the context</li> <li>Discuss how authors use language, including figurative language, considering the impact on the reader including but not limited to similes, metaphors, personification, hyperbole and onomatopoeia</li> </ul> <p><b>Literary Conventions &amp; Themes</b></p> <ul style="list-style-type: none"> <li>Identify themes within a text</li> <li>Identify and discuss text conventions within a text (See Y5 example)</li> </ul>	<ul style="list-style-type: none"> <li>Identify questions that a text suggest (eg when an author leaves something unexplained for effect)</li> <li>Evaluate how language, structure and presentation contribute to meaning, and the effect of this on the reader</li> </ul> <p><b>Self-Monitoring</b></p> <ul style="list-style-type: none"> <li>Read aloud with intonation that shows understanding</li> </ul> <p><b>Prediction</b></p> <ul style="list-style-type: none"> <li>Predict what might happen from details stated and implied (GD – with detailed reasoned justifications)</li> </ul> <p><b>Inference</b></p> <ul style="list-style-type: none"> <li>Draw and justify inference such as inferring character’s feeling thoughts and motives from their actions</li> <li>Distinguish between statements of fact and opinion</li> <li>Compare characters within a text, discussing their viewpoints and justifying views with evidence independently</li> </ul> <p><b>Retrieval</b></p> <ul style="list-style-type: none"> <li>Retrieve, precisely record and present information from a Y6 text</li> </ul> <p><b>Summary</b></p> <ul style="list-style-type: none"> <li>Summarise the main ideas from across a text and identify supporting detail and using quotations for illustration</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Work out the meaning of ambitious words in Y6 texts from the context</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader including but not limited to similes metaphors, personification, hyperbole and onomatopoeia</li> </ul> <p><b>Literary Conventions &amp; Themes</b></p> <ul style="list-style-type: none"> <li>Identify themes in and across a range of writing (GD a wide, ‘evaluate’)</li> <li>Identify and discuss text conventions in and across a wide range of texts (See Y5 example)</li> </ul>
Greater Depth	
<ul style="list-style-type: none"> <li>Obtains high score in standardised test</li> <li>Reads for pleasure as evidenced by a wide and broad range of texts</li> <li>Gives detailed reasoned justifications for their answers</li> </ul>	<ul style="list-style-type: none"> <li>Obtains high score in standardised test</li> <li>Reads for pleasure as evidenced by a wide and broad range of texts</li> </ul>