



As a Year 6 Reader

Word reading

Shows stamina whilst reading age-appropriate books fluently and accurately whilst retaining speed and intonation.

Skimming and scanning

Locate information accurately through skimming to gain an overall sense of the text. Use skills of skimming and scanning to identify sections of text to read more carefully and re-read/read on as appropriate.

1a/2a Vocabulary

Collect unfamiliar vocabulary from texts they have read and define meanings and use of vocabulary. Discuss the author's choice of language throughout a range of genres.

Use unfamiliar words accurately when writing.

1b/2b Retrieval

Use evidence from the text to explain events or ideas.

Retrieve information from texts and evaluate its reliability and usefulness.

Pupils demonstrate retrieval skills across the curriculum at the same standard as in English sessions.

Recognise retrieval questions and know that the information required for the answer will be stated or implied in the text.

1c/2c Summarise/sequence

Pupils summarise quickly and develop an opinion of what they have read. They are prepared to challenge their peers with justified responses.

Make regular, brief summaries of what they've read, linking their summary to previous predictions about the text.

1d/2d Inference

Pupils select evidence with ease to justify their opinions when faced with an inference activity.

Understand what is implied about characters through the way they are presented, explaining how this influences the readers' view of characters.

1e/2e Prediction

Make plausible predictions, discussing the reasoning behind them and drawing on their knowledge of the world.

Discuss how and why they need to modify their predictions as they read on.

2f Explain

Pupils support their reading responses with an understanding for the technical terms that an author uses. In turn, children can use what they have read in their writing.

In texts written for mixed purposes, distinguish between fact, opinion and fiction.

2g author's use

Pupils can comment on how narrative content and non-fiction content are organised and discuss reasons for this.

Identify the hints and suggestions that writers make through their choices of words and phrases and the associations these evoke.

2h – comparisons

Pupils compare and contrast characters, settings and themes in a verbal and written form with conscious control over their responses.