

Year 6	Beginning	Within	Secure	End of UKS2 expectations
Word Reading	<ul style="list-style-type: none"> ➤ I can use my knowledge of word derivations and form to understand new words in reading 	<ul style="list-style-type: none"> ➤ I can read aloud fluently, pausing at full stops, and changing voice for exclamation, question and speech marks. ➤ I can use my knowledge of grammar to read and understand complex sentences ➤ I can understand that connectives signal changes of tone, voice, opinion, in different text-types 	<ul style="list-style-type: none"> ➤ I can understand that connectives signal changes of tone, voice, opinion, in different text-types 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □□ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words that they meet.
Comprehension	<ul style="list-style-type: none"> ➤ I can discuss what I like to read and give my reasons ➤ I can clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts ➤ I can use quotations and text references to 	<ul style="list-style-type: none"> ➤ I can evaluate relationships between characters ➤ I can begin to unpick and evaluate the details of the different layers of meaning in a text ➤ I can reflect on the wider 	<ul style="list-style-type: none"> ➤ I can explain in detail how the author has used different language features ➤ I can identify and discuss the use of irony and comment on the writer's 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □□ maintain positive attitudes to reading and understanding of what they read by: □□ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and

	<p>support ideas and arguments</p> <ul style="list-style-type: none"> ➤ I can summarise information from different points in the same text or across a range of texts ➤ I can combine information from different reading sources with increasing precision to produce meaningful information ➤ I can infer and deduce messages, moods, feelings and attitudes and reference ideas in the texts ➤ I can securely make deductions firmly rooted in the evidence in the text ➤ I can identify the different layers of meaning in a text 	<p>consequences or significance of information, ideas or events in the text as a whole</p> <ul style="list-style-type: none"> ➤ I can discuss how inferences may differ depending on the experiences of the reader ➤ I can give detailed insight into how the structural choices support the writer's theme or purpose ➤ I can discuss the range of organisational features used and how they contribute to the overall effect of the text 	<p>intention</p> <ul style="list-style-type: none"> ➤ I can clearly identify and explain the writer's viewpoint, making reference to the text ➤ I can clearly identify the effect the writing has on the reader and begin to explain how the impact has been created ➤ I can evaluate how messages, moods, feelings and attitudes are conveyed in poetry, prose, non-fiction, making reference to the text ➤ I can discuss the purpose, audience and organisation of different fiction/non-fiction texts, evaluating their success 	<p>reference books or textbooks</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> reading books that are structured in different ways and reading for a range of purposes <input type="checkbox"/> <input type="checkbox"/> increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions <input type="checkbox"/> recommending books that they have read to their peers, giving reasons for their choices <input type="checkbox"/> identifying and discussing themes and conventions in and across a wide range of writing <input type="checkbox"/> making comparisons within and across books <input type="checkbox"/> learning a wider range of poetry by heart <input type="checkbox"/> preparing poems
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			<p>➤ I can discuss how the historical, social or cultural context of a text can affect its meaning and how this can change over time</p>	<p>and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <ul style="list-style-type: none"><input type="checkbox"/> understand what they read by:<input type="checkbox"/> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context<input type="checkbox"/> asking questions to improve their understanding<input type="checkbox"/> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence<input type="checkbox"/> predicting what might happen from details stated and implied<input type="checkbox"/> summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
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				<ul style="list-style-type: none">□ identifying how language, structure and presentation contribute to meaning□ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader□ distinguish between statements of fact and opinion□ retrieve, record and present information from non-fiction□ participate 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
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				<input type="checkbox"/> provide reasoned justifications for their views.
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