



**Year Six Reading Expectations – updated November 2022**

<b>Word Reading</b>	<b>Vocabulary, Book Talk &amp; Oracy</b>	<b>Comprehension – Retrieval</b>	<b>Comprehension – Inference</b>	<b>Explanation &amp; Evaluation cont . . .</b>	<b>Comprehension - summarise</b>
Fluently and effortlessly read a range of appropriate text including novels, stories, plays, poems, reference books and text books	<b>Independently</b> take responsibility to ask questions about words they do not understand & use a dictionary or other independent sources to check meaning and paraphrase own definitions	Retrieve and record information from fiction and non-fiction answering a range of test question styles – specifically providing more than one answer	Ask and answer questions to improve understanding of themes and authorial intent or as in role as a character at a given point in the text	Compare different versions of texts and explain the similarities and differences and preferred opinions	Story map a text
Demonstrate appropriate intonation, tone and volume when reading aloud text, presenting information in plays and reciting poetry to make the meaning clear to their audience	Make links from new words to prior knowledge including evaluation through lines of intensity, zones of relevance & clines and select appropriate for purpose	I can retrieve main ideas, identifying key details using quotations to illustrate their point	<b>Inference - GD</b> Empathise with and compare different characters views across a text	Express views and preferences about authors, poets and genre, justifying by reference to the text, drawing on, comparing and contrasting examples.	<b>Summarise - GD</b> Summarise and compare different characters' points of views across a text
Develop a positive attitude towards reading – including stamina and the regular reading at an independent level <b>reading</b>	<b>Oracy &amp; Vocabulary GD</b> Independently collect and use new vocabulary	Present and organise information and evidence in an appropriate form that has been retrieved for a wide range of specific purposes and different audiences eg. Tourist Guides	Use a range of incidental writing styles to infer from a text <b>Explanation &amp; Evaluation</b>	Recommend books that they have read to their peers giving reasons for their choices in a written format taking on board the views of others	
Demonstrate Active Reading Strategies of Questioning, Predicting, Connecting and Evaluating through a reading journal with a variety of responses which are increasingly more complex	<b>Prediction</b> Make predictions from different sources including quotations from a text and justification for their views	<b>Retrieval - GD</b> Independently retrieve information from texts and apply to own writing for a given purpose including different viewpoints, or arguments across the curriculum.	Identify and comment on the writer's choice of vocabulary giving examples and explanation. Discuss and evaluate the impact of this on the reader liked to its original purpose	<b>Evaluation - GD</b> Blooms Taxonomy – using and developing the skills of 'evaluate'. Compare effective and ineffective examples of text structure, sentence length, figurative language from texts	
<b>Word Reading – GD</b>	Evaluate if and why predictions were correct or incorrect	<b>Comprehension - Inference</b>	Identify and explain how the writer uses grammatical and structural features for effect e.g. the use of short sentences to build tension, the purpose of subheadings, & impact of punctuation	Blooms Taxonomy – using the and developing the skills of 'analyse' – <b>eg. Critically analyse authorial techniques of a text through annotations</b>	
Independently keep a reading journal demonstrating the use of active reading strategies.	Answer test style questions to make predictions on a text the end of a text of the next stage of a story by making explicit to what has happened so far	Draw inferences from a text, use evidence to support opinion and explain thinking.(PEE)	Show grammatical awareness of the writer's craft, commenting on use of language, grammatical features, punctuation and structures of text.	<b>Comprehension – Theme &amp; Comparison</b>	
Have a track record of independently reading for pleasure including reading more complex novels	<b>Prediction – Greater Depth</b>	Answer inference test style questions (from a range of question stems . . . and styles) including provide more than one reason or expand on an answer providing evidence in a 3 mark Q			
<b>Vocabulary, Book Talk &amp; Oracy</b>	Use a reading journal to predict and evaluate predictions throughout the reading of a text				
Participate in discussion about texts they have both read individually and listened to eg. Class novel. Express views, preferences & opinions with justifying understanding. Participate in discussion eg. Taking turns, building on what others say		Use a range of strategies and incidental writing to evidence the ability to infer from reading – axis of emotion, decision wheel, hot seating, thought tracking	Make comparisons within and across different texts. Make connections between similar text, prior knowledge and experience and explain the links	Identify and discuss themes and conventions in a wide range of texts including isolations, flash back, espionage and comedy including selecting from multiple choice questions	

