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| **Year 6 Reading Statements** |
| **Word reading** |
| |  | | --- | | * I can apply my growing knowledge of root words, prefixes and suffixes when reading aloud and to understand the meaning of new words. | | * I can understand word meaning by drawing on my knowledge of word derivations and context. | | * I can take into account more sophisticated punctuation when reading aloud. | | * I can scan a text and quickly identify familiar/unfamiliar vocabulary. | |
| **Texts** |
| |  | | --- | | * I can maintain a positive attitude to reading and understanding of what I have read. | | * I continue to read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books. | | * I can read books that are structured in different ways and read for a range of purposes. | | * I am increasingly familiar with a wide range of books, including myths, legends, traditional stories and modern fiction. | | * I am increasingly familiar with a wide range of books, including fiction from literary heritage and books from other cultures and traditions. | | * I can use a dictionary to check the meaning of words I have read. | | * I can recommend books that I have read to my peers, giving reasons for my choices. | | * I can learn a wider range of poetry by heart. | | * I can prepare and perform poems and plays aloud, showing understanding through intonation, tone and volume so the meaning is clear. | |
| **Understanding and interpreting** |
| |  | | --- | | * I can check that the text makes sense to me and discuss my understanding of the text. | | * I can explore the meaning of words in context. | | * I can ask questions to improve my understanding of a text. | | * I can identify and draw inferences, such as characters feelings, thoughts and motives from their actions. | | * I can justify my inferences with specific evidence from the text (point, evidence, explanation). | | * I can predict what might happen from details stated and implied. | | * I can refer to the text to support predictions and opinions. | | * I can skim and scan to retrieve information accurately. | | * I can summarise the main ideas (paraphrase) drawn from more than one paragraph, identifying key details that support the main ideas. | | * I can compare and evaluate how stories may vary in pace, sequence, complication and resolution. | | * I know conventions of different types of writing e.g. first person for diaries and autobiographies. | | * I can make quality contributions to discussions about a text, building on my own and others' ideas. | | * I can challenge other ideas about a text. | | * I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. | | * I can provide reasoned justifications for my views. | |
| **Structure and organisation** |
| |  | | --- | | * I can identify how structure can contribute towards meaning. | | * I can use non-fiction texts well, knowing what information I need to look for before beginning and using the contents and index pages. | | * I can retrieve, record and present information from non-fiction. | |
| **The writer’s style** |
| |  | | --- | | * I can identify how language can contribute towards meaning. | | * I can identify how presentation can contribute towards meaning. | | * I can discuss and evaluate how authors use language, including figurative language, creates different effects. | | * I can distinguish between fact and opinion across a variety of texts. | | * I can evaluate how the author has conveyed different viewpoints, characters, and plots for effect. | |
| **The writer’s viewpoint and the effect of the reader** |
| |  | | --- | | * I can discuss the purpose of a text. | | * I can explain the author's point of view. | | * I can explain whether a text has been successful or not in evoking a response from the reader. | | * I know why the author encourages the reader to empathise with a character or a particular view point or opinion, and the impact it has on the reader. | |