|  |
| --- |
| **Name: Year group joined/date: SEND/EI PP: Yes/No** |
| **Reading** |
|  | Year 6 Expected | Year 6 Greater Depth |
| **Word Reading** | Self-correct inaccurate reading (Dark Red Book Band) |  |
| Read age appropriate books with confidence and fluency (including whole novels) |  |
| Read aloud with intonation that shows understanding  |  |
| **Comprehension** | On at least 2 occasions, discuss and explain the impact of a recurring theme within a text | On at least 3 occasions, discuss the impact of themes across more than 1 texte.g. loss or heroism |
| Work out the meaning of words from context |  |
| Explain and discuss their understanding from what they have read, drawing inferences and justifying these with evidence |  |
| Predict what might happen from details stated and implied.  |  |
| Retrieve information from non-fiction |  |
| Summarise the text, identifying key details and using quotations to establish the main features | Summarise comparisons made between texts from notes made using quotations to back up an argument |
| Learn and recite at least 2 examples from:Free verseNarrative poetryClassic Poetry Evaluate how poets use language, including figurative language, to maximise the impact on the reader/listener | Compare and contrast the language, structure and presentation of at least 2 poems considering the poet’s intention |
| Establish a viewpoint about e.g. how an author treats a character and suggest how the character might be treated differently | Identify the similarities and differences in the work of an author e.g. how old people are treated across at least 2 texts  |
| Discuss and explain why an author may vary action, dialogue and description to affect the perception of a character | Explain how the author uses his point of view to have an effect on the reader’s opinion of a character or issue |
| Use quotations from a text to explain differing opinions | Fully justify your opinion of at least 2 texts considering both positive and negative points |
| Discuss and explain why an author may vary their use of action, dialogue and description | Discuss how and where the author has used detail and sentence sequences to sustain the reader’s interest |
| Evaluate how authors use language, including figurative language, considering the impact on the reader. |  |
| Read and discuss information texts about the same topic and identify similarities and differences | Collect, compare and collate relevant information from a range of texts |
| Make comparisons within and across books |  |