



## Moorland Primary School – Reading overview – YEAR 6

Year	Word reading	Comprehension
6	<p>Children use their knowledge of a wider range of root words, prefixes and suffixes to understand and pronounce new words with minimal impact on fluency: e.g. uses knowledge of the word 'tolerate' to read and understand tolerance intolerable, toleration, tolerant.</p> <p>Children read a range of books that are structured in different ways including poetry. These can be performed to the class or read aloud.</p> <p>Children read closely to ensure understanding.</p> <p>Children can re-read and read ahead to check for meaning.</p>	<p>Children can participate in discussion about a widening range of longer and more challenging fiction, poetry, plays nonfiction and reference books, including some whole books, that they have read for themselves, expressing views and preferences about authors, poets and genres, justifying them by reference to the text, drawing on, comparing and contrasting examples.</p> <p>Children can share their opinions about age-appropriate books they have read independently and usually make appropriate recommendations to their peers, giving reasons for their choices:</p> <p>Children can independently recognise and discuss the themes and conventions used in a wide range of ageappropriate texts: e.g. isolation, flashback in narrative.</p> <p>Children can consider and evaluate how texts are structured and laid out.</p> <p>Children can make comparisons within and between books and between versions of the same text, giving examples to support opinions. They can ask questions to show their understanding.</p> <p>Children can prepare, read aloud and perform ageappropriate poems and play scripts showing understanding of intonation, tone, volume to gain and maintain the attention of an audience.</p> <p>Children can monitor their reading for sense and self-correct when they misread and can usually explore how the same word can have different meanings in different contexts: e.g. dissolve, solution (in science Children can draw inferences from their independent reading of age-appropriate texts and explains thinking, routinely returning to text to support opinions:</p> <p>Children can usually read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader:</p>



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<p>Children can read further exception words noting the unusual correspondence between spelling and sound.</p> <p>Children can pronounce words correctly using combined knowledge of phonemes and word derivations.</p>	<p>Children can, when reading an age-appropriate book independently, identify the main ideas in paragraphs and can usually produce a summary, paraphrasing the main ideas.</p> <p>Children can build upon the ideas of others and justify their opinions about a text in discussion.</p> <p>Children can usually identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and demonstrate their understanding of how these help the reader draw meaning from the text:</p> <p>Children can identify reasons for language choice and grammatical features, including figurative language in ageappropriate texts the writer has chosen for impact, and usually discuss and evaluate the impact on them as a reader.</p> <p>Children can read age-appropriate texts, distinguish opinions and assertions from facts, questioning what they read and looking for evidence to support questions within a text or in footnotes or references.</p> <p>Children can present a counter argument as well as their own point of view about a range of texts.</p> <p>Children can skim, scan and text mark to make research efficient and fast</p>
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