



# William Martin Schools and Nursery & St James' Church of England Primary School



## Year 6 Reading Progression

KPIs from Year 5 that will need to be covered in addition to the Year 6 curriculum:

Read most words from the statutory spelling list for y5  Apply their growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words.	Identify and discuss themes and conventions in and across a wide range of writing (eg bullying, discrimination, unlikely friendships, changing relationships, overcoming adversity).	Summarise a paragraph, identifying both the key points and the details which illustrate the point	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence.	Make likely predictions about what might happen from details stated and implied, giving more than one reason for prediction	Give specific reasons why an author chose a particular word or phrase. How do they affect the meaning?
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KPIs are written in **red**.

Assessment period	Year 6
	Decoding and Fluency
<b>Autumn</b>	<p>Read age-appropriate books including longer, non-scheme books (from a given selection)</p> <p>Read many words from the Yr 6 statutory spelling list</p> <p>Use a range of strategies successfully to read unfamiliar words</p> <p>Independently monitor when a word read does not make sense</p>
<b>Spring</b>	<p>Read age-appropriate books (including whole novels) from a given selection</p> <p>Read most words from yr 6 spelling list</p> <p>Read aloud from age appropriate books (including classic novels) with intonation that shows understanding</p> <p>Maintain concentration when reading a challenging book for an extended reading session</p>



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## Comprehension Objectives

In age-appropriate texts :

**Make inferences and justify them with direct reference to the text**

*How can you tell?*

*What impressions...?*

*What made it difficult for a character to do something?*

*How do you know... a character's intention/feeling*

*Reasons for a character's feeling a certain way*

*Evidence for a character's personality*

*What does this tell us about how ... (eg how the animals moved)*

*Summarise a character's personality with reference*

**Retrieve key details from fiction and non-fiction**

*Understanding vocabulary*

*Finding several details to support a point*

*What does this tell us about the ...?*

*What evidence is there that...?*

*Key details to visualise.*

*Revelation reliant on clues from earlier in the text.*

*True or false.*

*Turning point.*

*Recognise key details paraphrased.*

*Understanding long explanations*

**Explain the meaning of words in context**

*Find a copy a word that means / that suggests/ that tells you*

*Which word most closely matches*

*What does the word ... suggest about how...*

*Give the meaning of the word...*

**Summarise main ideas, identifying key details and using quotations for illustration**

**Evaluate author's use of language, including figurative language, considering the impact on the reader**

**Make likely predictions about what might happen from details stated and implied, giving more than one reason**

**Identify how language, structure and presentation contribute to meaning.**



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<p><b>Guidance for Assessing Comprehension</b></p>	<p>Comprehension skills will develop over time and through exposure to a wide range of texts. Therefore, at the end of each term you will need to review each pupil's achievements based upon the evidence you have from your English lessons and taught reading sessions.</p> <p>Use the following criteria as a guide for each term:</p> <p>Autumn: Pupil has made a good start towards achieving these objectives. They are able to demonstrate some of them independently and with increasing confidence.</p> <p>Spring: Pupil has continued to develop their comprehension skills successfully and is now able to demonstrate most of these objectives independently and with increasing confidence.</p>
<p><b>Guidance for Assessing Greater Depth</b></p>	<p>Pupils may be awarded greater depth if they confidently meet all of the criteria for decoding and fluency, and are reading texts at a higher level than would be age-related.</p> <p>They must also meet <b>all</b> of the Year 6 criteria for comprehension with increasing confidence and have demonstrated the ability to do this independently, with a good degree of success, in a test for example.</p>
<p><b>Sources of evidence</b></p>	<p><u>Decoding and Fluency</u></p> <p>Are they reading age appropriate reading books?          Individual reading test of focus words          Strategies used in guided reading          Hear children read individually          Set children task of reading a passage to themselves and then ask them to re-read it to you</p> <p><u>Comprehension</u></p> <p>Teach, model, practise then set pupils similar task ('test') based on same objective, different text.          Use existing test material          Guided/focused reading teaching sessions          Discussions about class novel          Individual conversations with pupils regarding their choices of reading book          Pupils' contributions to English lessons</p>