

## Reading Overview – Year Group End Points – Year 6

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| <b>Year 6</b> | <b>Decoding:</b>                                 | <p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet</p> <p>At this stage, there should be no need for further direct teaching of word-reading skills for almost all pupils. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension</p>                                                                                                                                                                                                                                                                                                                           |
|               | <b>Fluency</b>                                   | <p>Reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English,</p> <p>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|               | <b>Retrieval</b>                                 | <p>Find relevant information and evidence from a range of texts</p> <p>Select pertinent quotations to support own opinions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|               | <b>Inference</b>                                 | <p>understand what they read by:</p> <ul style="list-style-type: none"> <li>➤ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>➤ asking questions to improve their understanding</li> <li>➤ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>➤ distinguish between statements of fact and opinion</li> <li>➤ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>➤ make connections between other similar texts, prior knowledge and experience and explain the links.</li> </ul> |
|               | <b>Prediction and organisation text features</b> | <p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> <li>➤ explain and comment on the structural devices used to organise a text.</li> <li>➤ identifying and discussing themes and conventions in and across a wide range of writing</li> </ul> <p>Understand what they have read by:</p> <ul style="list-style-type: none"> <li>➤ identifying how language, structure and presentation contribute to meaning</li> <li>➤ predict what may happen from details stated and implied from across a text.</li> </ul> <p>Identify and discuss the conventions of different text types</p>                                                                                                                                                       |
|               | <b>Summarising</b>                               | <p>Understand what they have read by:</p> <ul style="list-style-type: none"> <li>➤ making comparisons within and across books</li> <li>➤ provide reasoned justifications for their views</li> <li>➤ Compare and contrast the styles of different writers with evidence and explanation.</li> <li>➤ Identify and discuss themes and conventions in and across a wide range of writing and longer texts.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                |

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|  | <b>Vocabulary and language</b> | <p>Pupils understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.</p> <p>Learning a wider range of poetry by heart</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Use technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect</p> <p>Identify and evaluate the impact of the grammatical features / techniques used to create mood, atmosphere and attitudes.</p>                                                                                                                                    |
|  | <b>Love of reading</b>         | <p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> <li>➤ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>➤ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>➤ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>➤ explain how and why a text has an impact on a reader.</li> </ul> |