



English

Key Learning Indicators of Performance in Reading: Year 6

Spoken Language

Pupils should be taught to:

- ▶ **listen and respond appropriately to adults and their peers**
- ▶ **ask relevant questions to extend their understanding and knowledge**
- ▶ **use relevant strategies to build their vocabulary**
- ▶ **articulate and justify answers, arguments and opinions**
- ▶ **give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings**
- ▶ **maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments**
- ▶ **use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas**
- ▶ **speak audibly and fluently with an increasing command of Standard English**
- ▶ **participate in discussions, presentations, performances, role play, improvisations and debates**
- ▶ **gain, maintain and monitor the interest of the listener(s)**
- ▶ **consider and evaluate different viewpoints, attending to and building on the contributions of others**
- ▶ **select and use appropriate registers for effective communication.**

Word Reading

- ▶ **Read books at an age appropriate interest level.**
- ▶ **Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and understand meanings of words.**
- ▶ **Read and understand words from the statutory Year 5/6 word list.**

Comprehension

Maintaining positive attitudes to reading

- ▶ Listen to, **read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction.**
- ▶ Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.
- ▶ Independently read longer texts with sustained stamina and interest.
- ▶ **Recommend books to their peers with detailed reasons for their opinions.**
- ▶ Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures.
- ▶ **Learn a wider range of poems by heart.**
- ▶ **Prepare poems and play scripts to read aloud and perform using dramatic effects.**
- ▶ **Make comparisons within and across texts** e.g. similar events in different books such as being an evacuee in *Carrie's War* and *Goodnight Mr Tom*.

Understanding texts they read independently and those which are read to them

- ▶ **Explain the meaning of new vocabulary within the context of the text.**
- ▶ **Demonstrate active reading strategies** e.g. **challenging peers with questions**, justifying opinions, responding to different viewpoints within a group.
- ▶ **Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context**
- ▶ Use a reading journal to record on-going reflections and responses to personal reading.
- ▶ Explore texts in groups and deepen comprehension through discussion.
- ▶ **Provide reasoned justifications for their views.**
- ▶ Justify opinions and elaborate by referring to the text e.g. using Reading Rainbow lenses
- ▶ **Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence**
- ▶ **Predict what might happen from information stated and implied.**
- ▶ Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.
- ▶ Recognise themes within and across texts e.g. hope, peace, fortune, survival.
- ▶ Distinguish between statements of fact or opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.
- ▶ **Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas** e.g. using skimming and scanning techniques
- ▶ Use a combination of skimming, scanning and close reading across a text to locate specific detail.
- ▶ Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.
- ▶ Analyse the conventions of different types of writing e.g. use of dialogue to indicate geographical and/or historical settings for a story.
- ▶ **Identify how language, structure and presentation contribute to meaning** e.g. persuasive leaflet, balanced argument.

Evaluating the impact of the author's use of language

- ▶ Explore, recognise and use the terms personification, analogy, style and effect.
- ▶ **Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.**

Participating in discussion and debate

- ▶ **Participate in discussions about books, building on their own and others' ideas and challenging views courteously.**
- ▶ **Explain and discuss their understanding of what they have read, including through formal presentations and debates**, either individually or in groups.
- ▶ **Use notes to support presentation of information.**
- ▶ Respond to questions generated by a presentation.