

End of Year 6 Reading Objectives

Reading Comprehension			
Essential Objective	Key Indicators	Working at the expected standard	Working at greater depth within the expected standard
To understand texts	Recommend books to peers, giving reasons for choices.	With prompts, expresses a personal viewpoint and response to a text, giving reasons for choices and recognising its effect on a reader. When reminded, refers to text when explaining views.	Without support, expresses a personal viewpoint and response to a text giving reasons for choices and recognising its effect on a reader. Refers to text when explaining views and relates to a wider context of literature and experiences.
	Identify and discuss themes and conventions in and across a wide range of writing.	Generally, identifies main themes across a wide range of writing and is able to discuss them; using reference to the text(s); for example, loss and heroism. With reminders, identifies and discusses the conventions of different types of writing; such as, the use of the first person in writing diaries and autobiographies.	Independently, identifies main themes and conventions across a wide range of writing and is able to discuss them confidently, using reference to the text(s). Without support, identifies and discusses the conventions of different types of writing; such as the use of the first person in writing diaries and autobiographies.
	Make comparisons within and across books.	Generally, makes comparisons within and across books, for example, themes, genre, plot, characters setting and organisational devices etc.	Compares and contrasts the styles of different writers and poets, giving examples from the text(s) without support.
	Check that the book makes sense, discussing understanding and exploring the meaning of words in context.	Beginning to use a range of strategies to read appropriate texts fluently and accurately. Generally, applies spelling, grammar and punctuation knowledge to read confidently with appropriate phrasing and intonation. Generally, show that they understand what they read by checking that the book makes sense to them.	Independently applies a full range of strategies to read a range of texts fluently and accurately. Independently, demonstrates that they understand what they read by checking that the book makes sense to them.
	Learn a wide range of poetry by heart.	With reminders, learns a range of poetry by heart in order to recite aloud.	Learns a wider range of poetry by heart in order to recite aloud.
	Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so the meaning is clear to an audience.	Prepares and performs poems and plays aloud; showing understanding of the text through intonation, tone, volume and action. Beginning to show an awareness of audience when preparing and performing.	Prepares and performs poems and plays aloud; showing understanding of the text through intonation, tone, volume and action. Shows awareness of audience; for example, varying expression to show different characters' voices.
	Ask questions to improve understanding.	Asks questions to improve understanding. Is able to generate questions about the text to improve understanding.	Asks timely and relevant questions to improve understanding. Without support, is able to generate questions about the text in order to improve understanding.
	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	In responding to a range of texts, shows understanding of significant ideas, themes, events and characters, beginning to use inference and deduction. Refers to text when explaining views.	Distinguishes between implicit and explicit points of view independently. Without support, explains how messages, moods, feelings and attitudes are conveyed in poetry and prose; using inference and deduction and makes reference to text.

	Predict what might happen from details stated and implied.	In a range of texts uses structure and/or content to make predictions; referring to the text to support views.	In a range of texts uses structure and/or content to make predictions, effectively supported with relevant references to the text to explain views.
	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	Generally, locates relevant information in a text and draws out the key details to summarise the main ideas. Beginning to use quotes, or references to support response.	Independently, locates relevant information in a text and draws out the key details to summarise the main ideas. Independently, locates information effectively and supports responses with relevant references to the text.
	Retrieve and record information from non-fiction.	Quickly retrieves and records information from non-fiction, using the structure of the text to support. Uses skills of skimming, scanning and text marking to locate relevant information. Generally, records information from non-fiction text appropriately.	Retrieves and collates information effectively from a range of sources without support. Responses are supported by appropriate references to the text. Without support, records information from non-fiction text appropriately.
	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	With prompts, discusses and evaluates how authors use language and the impact on the reader. Generally, understands the difference between literal and figurative language. Comments on its effectiveness and its impact upon the reader. Identifies and describes style and technical terms of individual writers or poets; for example, metaphor, simile, analogy, imagery, style and effect.	Independently, explains effectiveness and impact on the reader of the writer's language choices. Recognises when a word or phrase has more than one layer of meaning. Refers to language and theme when justifying their views and identifies and describes style and technical terms of individual writers or poets, for example, metaphor, simile, analogy, imagery, style and effect. Selects sentences, phrases and relevant information to support their view without support.
	Identify how language, structure and presentation contribute to meaning.	With prompts, recognises and uses knowledge of structure and language features of both fiction and nonfiction text types in order to support understanding when reading.	Comments on genre specific language and explains how it supports the writer's theme or purpose. Explains impact and effectiveness of structural devices.
	Participate in discussion about books, taking turns and listening and responding to what others say.	Refers to text when explaining views and generally participates in discussion about books, taking turns and responding to what others say. Discusses personal viewpoints confidently in response to a text.	Refers accurately to the text when explaining views, adeptly using it to justify viewpoint. Independently, participates in discussion about books, taking turns and responding to what others say. Independently, makes links to other known texts.
	Distinguish between statements of fact and opinion.	Generally, distinguishes between statements of fact and opinion. For example, distinguishing between established facts and personal viewpoints.	Independently, distinguishes between statements of fact and opinion. For example, distinguishing between established facts and personal viewpoints.
	Provide reasoned justifications for views.	Generally, is able to provide reasoned justifications for views and uses evidence to support	Independently, provide reasoned justifications for views, using a range of evidence to support.

Reading – Word reading

Essential Objective	Key Indicators	Working at the expected standard	Working at greater depth within the expected standard
To read words accurately	Apply knowledge of root words, prefixes and suffixes.	Generally, applies growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.	Independently, applies in depth knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.

