



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 the PEE prompt – Point+Evidence+Explanation.*
- ▶ *Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point+Evidence+Explanation.*
- ▶ *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.*

