



Legrave Primary School

Year 6 EEE

Subject: Reading

Legrave Primary School

**STRIVING FOR EXCELLENCE, LEARNING FOR LIFE**

Yr 6	Emerging	Expected	Exceeding
<i>Spoken language</i>	Listens to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Continues to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Uses Standard English confidently in a range of formal and informal contexts, including classroom discussion
	Prepares poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume	Prepares 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	Gives short speeches and presentations, expressing his/her own ideas and keeping to the point
	Discusses and evaluates how authors use language, including figurative language, considering the impact on the reader	Discusses and evaluates how authors use language, including complex figurative language, considering the impact on the reader	Participates in formal debates and structured discussions, summarising and/or building on what has been said
	Asks questions to improve his/her understanding	Asks specific reasoned questions to improve his/her understanding	Improvises, rehearses and performs play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.
	Identifies and discusses themes and conventions in and across a wide range of writing	Identifies and discusses themes and conventions in and across a wide range of writing with reasoning	
	Participates in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously	Participates in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning	
	Explains and discusses his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	Explains and discusses his/her understanding of what he/she has read, including through formal presentations and debates in pairs, groups and whole class, maintaining a focus on the topic and using notes where necessary	
	Performs his/her own compositions, using appropriate intonation, volume, and movement so that the meaning is clear	Performs his/her own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear	
<i>Word reading</i>	Reads aloud and understands the meaning of new words that he/she meets linked to the expectations of year 5 spelling	Reads aloud and understands the meaning of new words that he/she meets linked to the expectations of year 6 spelling	
<i>Comprehension</i>	Maintains positive attitudes to reading and understanding of what he/she reads by:	Maintains positive attitudes to reading and understanding of what he/she reads by:	Reads a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors
	<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> </ul>	<ul style="list-style-type: none"> <li>reading books that are structured in different ways and reading for a range of purposes</li> </ul>	Reads high-quality works from English literature, both pre-1914 and contemporary, including prose, poetry and drama
	<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <li>increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions</li> </ul>	Reads high-quality works from Shakespeare (two plays)
	<ul style="list-style-type: none"> <li>recommending books that he/she has read to his/her peers, giving reasons for their choices</li> </ul>	<ul style="list-style-type: none"> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> </ul>	Reads high-quality works from seminal world literature
	<ul style="list-style-type: none"> <li>identifying and discussing themes and conventions in writing</li> </ul>	<ul style="list-style-type: none"> <li>making comparisons within and across books</li> </ul>	Chooses and reads books independently for challenge, interest and enjoyment
	<ul style="list-style-type: none"> <li>making comparisons within a book</li> </ul>	<ul style="list-style-type: none"> <li>learning a wider range of poetry by heart</li> </ul>	Re-reads books encountered earlier to increase familiarity with them and provide a basis for making comparisons
	<ul style="list-style-type: none"> <li>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</li> </ul>		Learns new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries

	Understands what he/she reads by:		Understands what he/she reads by:		Makes inferences and refer to evidence in the text
	<ul style="list-style-type: none"> <li>checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context</li> </ul>		<ul style="list-style-type: none"> <li>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> </ul>		Knows the purpose, audience for and context of writing and draw on this knowledge to support comprehension
	<ul style="list-style-type: none"> <li>asking questions to improve his/her understanding of complex texts</li> </ul>		<ul style="list-style-type: none"> <li>identifying how language, structure and presentation contribute to meaning</li> </ul>		Checks his/her understanding to make sure that what he/she has read makes sense
	<ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>		Discusses and evaluates how authors use language, including figurative language, considering the impact on the reader		Reads critically through:
	<ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied in increasingly complex texts</li> </ul>		Explains and discusses his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary		<ul style="list-style-type: none"> <li>knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li> </ul>
	Discusses and evaluates how authors use language, including figurative language, considering the impact on the reader				<ul style="list-style-type: none"> <li>recognising a range of poetic conventions and understanding how these have been used</li> </ul>
	Distinguishes between statements of fact and opinion				<ul style="list-style-type: none"> <li>studying setting, plot, and characterisation, and the effects of these</li> </ul>
	Retrieves, records and presents information from non-fiction				<ul style="list-style-type: none"> <li>understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play</li> </ul>
					<ul style="list-style-type: none"> <li>making critical comparisons across texts</li> </ul>
					<ul style="list-style-type: none"> <li>studying a range of authors, including at least two authors in depth each year</li> </ul>