



**Reading**

**Year 6**

## Year 6 – Reading

Where statements refer to reading texts, these should be an appropriate difficulty for Year 6

<u>R</u>	<u>Assessed</u>	<u>Examples</u>
	<b><u>Word Reading</u></b>	
1	Further increase and apply knowledge of root words, prefixes and suffixes (etymology and morphology) when reading aloud and to understand the meaning of new words.	Root words: <b>viewing</b> <b>viewer viewpoint</b> Prefixes: un-, mis-, de- Suffixes: -ing, -ly, -able
	<b><u>Comprehension</u></b>	
2	Continue to read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	
3	Continue to read books that are structured in different ways, reading for a range of purposes	
4	Increase familiarity with a wide range of books including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions	
5	Recommend books that they have read to their peers, giving reasons for their choices	
6	Identify and discuss themes and conventions in and across a wide range of writing	
7	Make comparisons within and across books	
8	Continue to learn a wider range of poetry by heart	
9	Prepare more complex poems to read aloud and to perform, showing understanding through intonation, tone and volume, so the meaning is clear to an audience	
10	Check that the text makes sense, talk about their understanding and explore the meaning of words in context	
11	Ask questions to improve understanding of a text	
12	Draw inferences such as inferring character's feelings, thoughts and motives from their actions and justify with evidence from the text	Sam was disappointed because in the text it says he sighed and put down the box
13	Predict what might happen from details stated and implied	
14	Summarise main ideas from more than one paragraph and identify key details that support the main ideas	

15	Identify how language, structure and presentation contribute to meaning	
16	Identify and comment on writer's choice of language.	simile metaphor personification short sentences to build tension
17	Distinguish between statements of fact and opinion	
18	Retrieve, record and present information from non-fiction	
19	Join in talking about books that have been read to them and that they have read, building on their own and others' ideas and challenging views politely	
20	Confidently explain and discuss their understanding of what they have read including through: <ul style="list-style-type: none"> <li>• formal presentations</li> <li>• debates</li> </ul> Using notes where needed	
21	Provide reasoned justifications for their views	

## Suggested questions for reading sessions with Year 5 or 6 pupils

- Can you think of another story that has a similar theme e.g. good over evil, weak over strong, wise over foolish?
  - Why did the author choose this setting?
  - What makes this a successful story? What evidence do you have to justify your opinion?
  - How could the story be improved or changed for the better?
  - What was the most exciting part of the story? Explain your answer as fully as you can.
  - What genre is this story? How do you know?
  - What was the least exciting part of the story? Explain your answer as fully as you can.
  - When the author writes in short sentences, what does this tell you?
  
  - Do you know another story, which deals with the same issues e.g. social, cultural, moral issues?
  - Have you ever been in a similar situation to a character in the book? What happened?
  - How would you have felt in the same situation?
  - What would you have done differently to the character in a particular situation from the book?
  - How would you feel if you were treated in the same way as the main character?
  - What did the story make you think of?
  - Have you read any other stories that have similar characters to this one? If so, which story was it and what happened?
  - Do you think this book is trying to give the reader a message? If so, what is it?
- Why has the writer written this text?
  - Have you found any of the illustrations, diagrams or pictures useful? Why? Try to explain fully.
  - Why did the writer choose to present the information in the way they did?
  - How could the information be presented better?
  - What makes this text successful?
  - Are there any features that it hasn't got? Why do you think it doesn't have them?
  - Can you think of another text that is similar to this one? What are the similarities and differences between them?