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| **Word reading** | **Comprehension** |
| **Decoding** | **By the end of Y6** | **Reading for Pleasure** |  **Inference, Prediction, Clarifying, Questioning Summarising** | **Language for effect** | **Themes and conventions** |
| Read fluently with full knowledge of all Y5/ Y6 common exception words, root words, prefixes, suffixes/word endings\* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. | Book bands: Diamond- Y6 developing Pearl- Y6 secure | Read a broader range of texts including those from literary heritage and more challenging texts.Recommend books they have read to their peers, giving reasons for their choices.Demonstrate continuing engagement with reading:• reading for sustained periods of time • complete a wider range of more challenging and lengthier books• engage actively in book discussions with and without adult support.Respond to reading in a written form, beginning to develop a critical stance.* Recommend books that they have read to their peers, giving reasons for their choices and making connections to other reading material.
* Lead and participate in discussions about books, building on their own and other’s ideas and challenging views politely.

Explain and discuss their understanding of what they have read, including formal presentations and debates with reasoned justifications for their views with increasing confidence | InferMake inferences drawn from across and between texts and justify with evidence.Use PEE (Point, Evidence, and Explanation) to support inferences. | Discuss how the structural and presentational choices impact on meaning, theme and purpose.Discuss and evaluate texts, commenting on writers’ use of words, phrases and language features including figurative language.Identify how style is influenced by the audience and purpose, commenting on elements and making comparisons between books Identify and discuss structural devices the author has used to organise the text - appreciates how a set of sentences has been arranged to create maximum effect. Discuss and evaluate how authors use of language, incl figurative language, considering the impact on the reader | Identify the themes and conventions of a range of texts.Discuss/comment on themes and conventions in different genres and forms.Make comparisons and contrasts within and across texts.Discuss viewpoints (both of the author and fictional characters), within a text and across more than one text.Provide reasoned justifications for opinions about a book. |
| Retrieval: Ask questions to support their understanding of the text and distinguish between fact and opinion Explain understanding of what they have read, maintaining focus on the topic(using notes where necessary) Retrieve, record and present information from non-fiction |
| Predict: Predict what might happen from details stated and implied based on:- themes- conventions- knowledge about the author- genres |
| Clarify: Give the meaning of words in context.Explore and explain the meaning of words in context.Distinguish between fact and opinion.Clarify concepts and ideas at sentence, paragraph and whole text level.  |
| Question - Ask and answer questions to improve understanding of themes and authorial intent. |
| Summarise: Use the skills of skimming and scanning, text marking and note taking to identify key ideas Summarise the main ideas drawn from more than 1 paragraph, identifying key details  |