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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 | Infer  Make 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 |