

Y6 Reading Targets

Name: _____

Word Reading	1. I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.			
	2. I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. <u>arachnophobia</u> .			
	3. I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.			
	4. I can read fluently, using punctuation to inform meaning.			
Comprehension	5. I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.			
	6. I can read books that are structured in different ways.			
	7. I can recognise texts that contain features from more than one text type.			
	8. I can evaluate how effectively texts are structured and presented.			
	9. I can read non-fiction texts to help with my learning.			
	10. I read accurately and check that I understand.			
	11. I can recommend books to others and give reasons for my recommendation.			
	12. I can identify themes in texts.			
	13. I can identify and discuss the conventions in different text types.			
	14. I can identify the key points in a text.			
	15. I can recite a range of poems by heart, e.g. narrative verse, sonnet.			
	16. I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.			

Comprehension	17. I can identify and comment on the writer's choice of vocabulary, giving examples and explanation.			
	18. I can identify and explain how writers use grammatical features for effect; for example, the use of short sentences to build tension.			
	19. I can show awareness of the writer's craft by commenting on use of language, grammatical features and structure of texts.			
	20. I can express a personal point of view about a text, giving reasons linked to evidence from texts.			
	21. I can raise queries about texts.			
	22. I can make connections between other similar texts, prior knowledge and experience and explain the links.			
	23. I can compare different versions of texts and explain the differences and similarities.			
	24. I listen to others' ideas and opinions about a text.			
	25. I can build on others' ideas and opinions about a text in discussion.			
	26. I can explain and comment on explicit and implicit points of view.			
	27. I can summarise key information from different parts of a text.			
	28. I can recognise the writer's point of view and discuss it.			
29. I can present a personal point of view based on what has been read.				

	30. I can present a counter-argument in response to others' points of view.			
	31. I can provide reasoned justifications for my views.			
	2. I can refer to the text to support opinion.			
	33. I can distinguish between statements of fact and opinion.			
	34. I can find information using skimming to establish the main idea.			
	35. I can use scanning to find specific information.			
	36. I can text mark to make research efficient and fast.			
	37. I can organise information or evidence appropriately.			
Exceeding	1. I can explain the structural devices used to organise a text.			
	2. I can comment on the structural devices used to organise the text.			
	3. I can read several texts on the same topic to find and compare information.			
	4. I can explain the main purpose of a text and summarise it succinctly.			
	5. I can draw inferences from subtle clues across a complete text			
	6. I can recognise the social, historical and cultural impact on the themes in a text.			
	7. I can comment on the development of themes in longer novels.			
	8. I can compare and contrast the styles of different writers with evidence and explanation.			
	9. I can evaluate the styles of different writers with evidence and explanation.			
	10. I can prepare poems and plays to read aloud and to perform, using body language, tone, pitch and volume to engage the audience.			
	11. I can compare and contrast the language used in two different texts.			
	12. I can identify the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes.			
	13. I can evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes.			
	14. I can identify how writers manipulate grammatical features for effect.			
	15. I can analyse why writers make specific vocabulary choices.			
	16. I can give a personal response to a range of literature and non-fiction texts, stating preferences and justifying them.			
	17. I can explain how and why a text has impact on a reader.			
	18. I can identify how characters change during the events of a longer novel.			
	19. I can explain the key features, themes and characters across a text.			
	20. I can compare and contrast characters, themes and structure in texts by the same and different writers.			
	21. I can explain the author's viewpoint in a text and present an alternative point of view.			
	22. I can explain an opinion, referring to the text to justify it; (<i>Point, evidence, explanation</i>).			
	23. I can present a counter-argument in response to others' points of view using evidence from the text and explanation (<i>Point, evidence, explanation</i>)			
	24. I can use a combination of skimming, scanning and text marking to find and collate information.			
	25. I can re-present collated information.			

