



Comprehension		Reading Skills	
Building on Previous Year and throughout Year 6 focus on: •Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks •Increase their familiarity with a wide range of books, including modern fiction, fiction from our literary heritage and traditional tales •Read books that are structured in different ways and read for a range of purposes •Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views •Retrieve, record and present information from fiction and non-fiction •Identify and discuss themes and conventions in and across a wide range of writing •Identify how language, structure and presentation contribute to meaning •Learn a wider range of poetry by heart •Prepare 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 •Predict what might happen from details stated and implied •Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context •Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence •Ask questions to improve their understanding •Summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas •Make comparisons within and across books e.g. plot, genre and theme •Provide reasoned justifications for their views •Discuss and evaluate how authors use language, including figurative language considering the impact on the reader •Distinguishing between statements of fact and opinion •Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary* * Across the year children will have opportunities to complete presentations and debates		Building on Previous Year and throughout Year 6 focus on: •Make meaning from words and sentences, including knowledge of phonics, word roots, word families, •Make meaning from text organisation •Make meaning by drawing on prior knowledge •Read increasingly complex texts independently for sustained periods •Find the main idea of a paragraph and text •Identify how punctuation relates to sentence structure and how meaning is constructed in multi-clause and complex sentences •Read closely, annotating for specific purposes •Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases •Connecting prior knowledge and textual information to make inferences and predictions •Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity •Summarising a text •Secure responses and understanding through re-reading and cross-check information •Confidently use a range of strategies for finding and locating information e.g. skimming scanning for detail •Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning	
Word Reading*		Content Domains*	
Building on Previous Year and throughout Year 6 focus on: •Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words •Recognise and read most Year 5&6 Word List words with automaticity *Practitioners must incorporate these in all reading instruction lessons		2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction 2c summarise main ideas from more than one paragraph 2d make inferences from the text / explain and justify inferences with evidence from the text 2e predict what might happen from details stated and implied 2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2g identify / explain how meaning is enhanced through choice of words and phrases 2h make comparisons within the text *Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.	
Reading Terminology for Pupils Across the Year			
Building on Previous Year and throughout Year 6 focus on: figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare			