

**Reading Progress Checker Year 6: Meeting****Name:** \_\_\_\_\_

Reading: Word Reading	Sept	End of Autumn Term	End of Spring Term	End of Summer Term
<ul style="list-style-type: none"><li>• Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</li></ul>				
<ul style="list-style-type: none"><li>• Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words as well as knowledge of phonemes and word derivations.</li></ul>				
<ul style="list-style-type: none"><li>• Read fluently, using punctuation to inform meaning.</li></ul>				
<b>Reading: Comprehension</b>				
<u>Maintain Positive attitudes to reading by:</u>				
<ul style="list-style-type: none"><li>• Reading and discussing an increasingly wide range of fiction, poetry, plays, non-fiction and reference books.</li></ul>				
<ul style="list-style-type: none"><li>• Read non-fiction texts to support other curriculum areas.</li></ul>				
<ul style="list-style-type: none"><li>• Read books that are structured in different ways and read for a range of purposes</li></ul>				
<ul style="list-style-type: none"><li>• Consider and evaluate how effectively texts are structured and laid out.</li></ul>				
<ul style="list-style-type: none"><li>• Increasing their familiarity with a wide range of books including; myths, legends and familiar stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions .</li></ul>				
<ul style="list-style-type: none"><li>• Read closely to ensure understanding and identify key points in an appropriate text.</li></ul>				
<ul style="list-style-type: none"><li>• Expressing a personal point of view about a text and recommending books that they have read to their peers, giving reasons for their choices and referring to the text to support opinion.</li></ul>				
<ul style="list-style-type: none"><li>• Identifying and discussing themes and conventions in and across a wide variety of writing.</li></ul>				
<ul style="list-style-type: none"><li>• Identify and discuss the themes, characters and events in a range of writing and across longer texts.</li></ul>				
<ul style="list-style-type: none"><li>• Making comparisons within and across books and explaining the differences and similarities.</li></ul>				
<ul style="list-style-type: none"><li>• Learning a wider range of poetry by heart. For example, narrative verse or sonnet.</li></ul>				
<ul style="list-style-type: none"><li>• Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li></ul>				

<u>Understand what they read by:</u>	Sept	End of Autumn Term	End of Spring Term	End of Summer Term
<ul style="list-style-type: none"> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> </ul>		1	2	2
<ul style="list-style-type: none"> <li>• Asking questions to improve their understanding.</li> </ul>				
<ul style="list-style-type: none"> <li>• Making inferences, such as inferring characters' feelings, thoughts and motives from their actions and justifying their inferences with evidence.</li> </ul>				
<ul style="list-style-type: none"> <li>• Predicting what might happen next from what is written and implied (reading between the lines).</li> </ul>				
<ul style="list-style-type: none"> <li>• Summarising the main ideas from different parts of a text identifying key details that support main ideas.</li> </ul>				
<ul style="list-style-type: none"> <li>• Identifying how language used, sentence structure and presentation contribute to meaning.</li> </ul>				
<u>Engage in individual/group discussions /presentations with their peers</u>				
<ul style="list-style-type: none"> <li>• Discuss and evaluate how authors use vocabulary and language including figurative language (metaphor, simile and other sorts of imagery) and think about it has an impact on the reader.</li> </ul>				
<ul style="list-style-type: none"> <li>• Retrieve, record and present information from non-fiction texts.</li> </ul>				
<ul style="list-style-type: none"> <li>• Participate in discussions about what has been read, present a personal point, and build on their own and the ideas of others, present a counter-argument and give reasoned justifications for their views.</li> </ul>				
<ul style="list-style-type: none"> <li>• Distinguish between statements of fact and opinion.</li> </ul>				
<ul style="list-style-type: none"> <li>• Explain and discuss their understanding of what has been read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</li> </ul>				
<ul style="list-style-type: none"> <li>• Provide reasoned justifications for their views</li> </ul>				
<b>TOTAL</b>				
<b>NUMBER</b> of targets met at 2 or 3				
<b>PERCENTAGE</b> of targets met at 2 or 3				

**Progress Checker Year 6: Developing**

Name: \_\_\_\_\_

Reading: Word Reading	Sept	End of Autumn Term	End of Spring Term	End of Summer Term
<ul style="list-style-type: none"><li>Begin to apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</li></ul>				
<ul style="list-style-type: none"><li>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</li></ul>				
<ul style="list-style-type: none"><li>Re-read and read ahead to check for meaning.</li></ul>				
<b>Reading: Comprehension</b>				
<u>Maintain Positive attitudes to reading by:</u>				
<ul style="list-style-type: none"><li>Reading and discussing a wide range of texts including non-fiction, poetry, plays, myths, legends and traditional stories and books from other cultures and traditions and know some of their features.</li></ul>				
<ul style="list-style-type: none"><li>Reading books that are structured in different ways and with support, identify theme, purpose, structures and grammatical features.</li></ul>				
<ul style="list-style-type: none"><li>Identifying ideas, events and characters and discuss their significance.</li></ul>				
<ul style="list-style-type: none"><li>Recommending books they have read to their peers, giving reasons for choices</li></ul>				
<ul style="list-style-type: none"><li>Making comparisons with other texts they have read</li></ul>				
<ul style="list-style-type: none"><li>Learning poems by heart. <i>For example, narrative verse, haiku.</i></li></ul>				
<ul style="list-style-type: none"><li>Working with their group to prepare poems and plays to read aloud and to perform, and beginning to show understanding through tone, volume and action.</li></ul>				
<u>Understand what they read by:</u>				
<ul style="list-style-type: none"><li>Checking that text makes sense to them, discuss understanding and explore the meaning of words.</li></ul>				
<ul style="list-style-type: none"><li>Asking questions to clarify understanding.</li></ul>				
<ul style="list-style-type: none"><li>Identifying and comment on writer's use of grammatical features e.g. <i>rhetorical questions, varied sentence lengths, simile, metaphor and personification.</i></li></ul>				
<ul style="list-style-type: none"><li>Beginning to make inferences such as inferring characters' feelings, from their actions and understanding the need to justify their inferences with evidence.</li></ul>				

<ul style="list-style-type: none"> <li>Summarising the main ideas from a text and identifying key details in group discussions.</li> </ul>				
<u>Engage in individual/group discussions /presentations with their peers</u>				
<ul style="list-style-type: none"> <li>Discuss how authors use vocabulary and language including figurative language (metaphor, simile and other sorts of imagery) and talk about how it has an impact on the reader.</li> </ul>		1		
<ul style="list-style-type: none"> <li>Retrieve, record and present information from non-fiction texts.</li> </ul>				
<ul style="list-style-type: none"> <li>Participate in discussions about what has been read. With support; present a personal point, and build on the ideas of others, present a counter-argument and begin to give justifications for their views.</li> </ul>		2		
<ul style="list-style-type: none"> <li>Understand the difference between statements of fact and opinion.</li> </ul>		1		
<ul style="list-style-type: none"> <li>Explain and discuss their understanding of what has been read, maintaining a focus on the topic and using notes where necessary.</li> </ul>		3		
<b>TOTAL</b>		32	36	<b>43</b>
<b>NUMBER</b> of targets met at 2 or 3				
<b>PERCENTAGE</b> of targets met at 2 or 3		50%	50%	

**Reading Progress Checker Year 6: Exceeding****Name:** \_\_\_\_\_

Reading: Comprehension	Sept	End of Autumn Term	End of Spring Term	End of Summer Term
• Explain and comment on the structural devices used to organise a text.				
• Read several texts on the same topic to find and compare the information they contain and the language used.				
• Explain the main purpose of a text, draw inferences from subtle clues, summarise it succinctly and comment on the development of themes in longer novels.				
• Recognise the impact of the social, historical, cultural on the themes in a text and explain how and why a text has impact on a reader.				
• Prepare poems and plays to read aloud and to perform, using body language, tone, pitch and volume to engage the audience.				
• Compare, contrast and evaluate the styles of different writers with evidence and explanation. Identify why writers make specific vocabulary choices, how they manipulate grammatical features for effect and evaluate the impact of the features/techniques used to create mood or atmosphere and get across key messages and attitudes.				
• Give a personal response to or explain an opinion about a range of literature and non-fiction texts, stating preferences and justifying them.				
• Explain the key features, themes and characters across a text and identify how characters change during the events of a longer novel.				
• Compare and contrast characters, themes and structure in texts, by the same and different writers.				
• Use a combination of skimming, scanning and text marking to find and collate information.				
<b>TOTAL</b>				
<b>NUMBER</b> of targets met at 2 or 3				
<b>PERCENTAGE</b> of targets met at 2 or 3				

