



Year 6 Reading Assessment Targets

2A	2B	2C	2D	2E	2F	2G	2H
<p>I use the words and word parts that I can read and understand already to think about what new words mean and sound like. (1)</p>	<p>I can use the text (pointing to/use quotations) to support predictions and my opinions to explain and extend my answers. (1)</p>	<p>I am able to identify key details and ideas in texts by summarising a given number of paragraphs I have read. (E.g. From what I have read I believe that... This paragraph explains to me that...) (1)</p>	<p>I can distinguish between statements of fact and opinion. (E.g. recognising different points of view within the text - This character in the text feels like B however this character is feeling.... because it says...) (1)</p>	<p>From my reading, I can predict what may happen in a story from details given and suggested in the text. (E.g. I can use quotations or point to parts of the text that support my ideas. I think this because here it says.... Which tells me that ...) (1)</p>	<p>I can show how language, structure and presentation all contribute to meaning in texts I read. (E.g. font styles, font size, images, subheadings, rhetorical questions, word order) (1)</p>	<p>I know authors use particular language which will have impact on me, the reader. (E.g. build atmosphere, empathy, humour – The author has used... which makes the reader feel...) (1)</p>	<p>I can make comparisons within and between books. Convention (1)</p>
<p>I can use different voices, expression, tone and volume to express the meaning to my listener. (E.g. using punctuation and subjunctive clauses to inform how to read aloud) (2)</p>	<p>I am able to justify my views. (E.g. I can take information from the text to support my ideas. I think this because...) (2)</p>	<p>I can analyse how the author has created different messages, moods, feelings and attitudes through vocabulary choices. (E.g. this word/phrases makes me feel... because...) (2)</p>	<p>I show my understanding of what I have read by drawing inferences from within the text and justifying them with evidence. (E.g. The character is behaving/feeling like this because in the text it says...) (2)</p>		<p>I understand what I read, even though books are set out in different ways and are written for different purposes. (2)</p>		<p>I describe and evaluate the styles of different writers. (E.g. I like the author in this/these books that I have read because I like the way they use...) (2)</p>

<p>I check my understanding of books I have read through discussion. (3)</p>	<p>I can retrieve, record and present information from non-fiction. (3)</p>				<p>I can identify the author's purpose. (E.g. including persuasion and bias – the writer is strongly against this and wants to persuade the reader because it says... I know this because...) (3)</p>		<p>I understand what I read, even though books are set out in different ways and are written for different purposes. (3)</p>
<p>I can explore the meaning of new words. (4)</p>	<p>I can ask questions about what I have read to further improve my understanding. (4)</p>				<p>I can comment on the structural choices the author has made to organise the text. (E.g. each section starts with a question as if...) (4)</p>		<p>I have an increasing familiarity with a wide range of books including myths and legends, traditional stories, modern fiction, fiction from our heritage, and books from other cultures and traditions. (E.g. this is a... like... that I have read before.) (4)</p>
	<p>I can present or debate on topics I have read about, using notes if necessary. (5)</p>						<p>I participate in discussions about books I have read, or those that have been read to me by listening to others' ideas and at times</p>

							challenging views courteously if they differ from my own. (4)
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<i>Give / explain the meaning of words in context.</i>	<i>Retrieve and record information / identify key details from fiction and non-fiction.</i>	<i>Summarise main ideas from more than one paragraph.</i>	<i>Make inferences from the text / explain and justify inferences with evidence from the text.</i>	<i>Predict what might happen from details stated and implied.</i>	<i>Identify / explain how information / narrative content is related and contributes to meaning as a whole.</i>	<i>Identify / explain how meaning is enhanced through choice of words and phrases.</i>	<i>Make comparisons within the text.</i>