

Year 6 Reading Assessment

Working towards the expected standard						
Word Reading						
The pupil can:						
apply their 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 that they meet						
Comprehension						
The pupil can develop positive attitudes to reading and understanding of what they read. The pupil can:						
read and discuss a range of fiction, poetry, plays, non-fiction and reference books or text books						
read books that are structured in different ways and read for a range of purposes						
increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions						
recommend books that they have read to their peers, giving simple reasons for their choices and sometimes referring to the text						
identify and discuss themes and conventions in and across a wide range of writing e.g., use of first person when writing diaries or autobiographies						
make comparisons within and across books e.g., plot, genre and theme						
learn a wider range of age-appropriate 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						
The pupil can understand what they read. The pupil can:						
check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context						
ask questions to improve their understanding						
with occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence						
predict what might happen from details stated and implied						
with support, locate relevant information in a text, summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas						
identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader						
distinguishing between statements of fact and opinion						
retrieve, record and present some information from non-fiction						
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 some views						
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 provide reasoned justifications for their views						

Year 6 Reading Assessment

Working at the expected standard						
Word Reading						
The pupil can:						
apply their 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 that they meet						
Comprehension						
The pupil can develop positive attitudes to reading and understanding of what they read. The pupil can:						
read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books						
read books that are structured in different ways and read for a range of purposes						
increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions						
recommend books that they have read to their peers, giving simple reasons for their choices and sometimes referring to the text						
identify and discuss themes and conventions in and across a wide range of writing e.g., use of first person when writing diaries or autobiographies						
make comparisons within and across books e.g., plot, genre and theme						
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						
The pupil can understand what they read. The pupil can:						
check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context						
ask questions to improve their understanding						
draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence						
summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas						
predict what might happen from details stated and implied						
identify how language, structure and presentation contribute to meaning						
discuss and evaluate the how authors use language, including figurative language, considering the impact on the impact on the reader						
distinguishing between statements of fact and opinion						
retrieve, record and present information from non-fiction						
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						

Year 6 Reading Assessment

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						
provide reasoned justifications for their views						
Working higher than the expected standard						
Comprehension						
The pupil can develop positive attitudes to reading and understanding of what they read. The pupil can:						
engage with and comprehend a wide range of fiction and non-fiction, including in particular whole books, poetry, plays with a wide coverage of genres, justifying preferences						
read books that are structured in different ways and read for a range of purposes						
recommend books that they have read to their peers, giving simple reasons for their choices and sometimes referring to the text						
identify and discuss themes and conventions in and across a wide range of writing						
make comparisons within, across and between books on similarities of plots, genre and theme						
The pupil can understand what they read. The pupil can:						
check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context						
ask many relevant questions to improve their understanding						
confidently draw inferences to build wider knowledge of characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence						
predict what might happen from details stated and implied						
confidently summarise and extract the main ideas drawn from the text and identify key details that support the main ideas e.g., by skim reading to summarise						
identify how language, structure and presentation contribute to meaning						
identify, describe and evaluate how authors use language, including figurative language, considering the impact on the reader, stating how successful the writer has been in engaging the reader						
distinguishing between statements of fact and opinion						
retrieve, record and present information from non-fiction						
develop own view of a text drawing on evidence and personal opinions						
provide reasoned justifications for their views						