

Year 6 Reading

ZPD Levels expected throughout the year.		End of Autumn Term 5.8	End of Spring Term 6.1	End of Summer Term 6.5
Aspect	Knowledge	Skills		
Word Reading	I know to check the words that I am reading	<p>To apply my knowledge of root words, prefixes and suffixes to help me read fluently and understand the meaning of new words.</p> <p>To break long polysyllabic words into syllables with speed and read across the entire word.</p>		
Wider reading and decoding strategies including fluency	I	<p>To read fluently with intonation, expression, pauses, pace and emphasis to interest and entertain the audience.</p> <p>To change my tone to suit my interpretation of the text.</p> <p>To always notice mistakes in my reading when reading higher level texts and correct them because the text doesn't make sense and use a range of breakdown strategies to do this.</p> <p>To read effectively in my head with pace and stamina.</p>		
Comprehension	I know that visualising the text as I read will give me a deeper understanding.	To use descriptive and figurative language to explore how my ideas and visualised images can and do change during the course of reading.		
Comprehension	I know that retrieving information from the text as I read will give me a deeper understanding.	To find, record and present information from a wide range of unfamiliar texts and identify fact and opinions.		
Comprehension	I know that summarising the text as I read will give me a deeper understanding of what I am reading.	To summarise succinctly the key point of a longer piece of text including my own inferences.		

Comprehension	I know that inferring the text as I read will give me a deeper understanding.	To make inferences such as inferring characters' feelings, thoughts and motives from their actions and confidently justifying these with well-chosen evidence.
Comprehension	I know that being able to summarise the gist of a text will help me to pull out the most important information.	To give the gist of the information I have inferred.
Comprehension	I know making predictions about the text as I read will give me a deeper understanding.	To predict what might happen from details stated and implied and justify my predictions by reference to both the text and my background knowledge.
Comprehension	I know that asking questions about the text as I read will give me a deeper understanding.	To ask questions (and wonder) to improve my understanding actively looking for answers to these.
Comprehension	I know that understanding the language in the text as I read will give me a deeper understanding.	<p>To identify which strategy to use to help me understand a word I don't know and give reasons for my choice.</p> <p>To confidently understand how the language, structure and presentation contribute to meaning across a range of texts and genres.</p>
Comprehension		<p>To read longer complex sentences using commas, brackets, semi colons, colons and dashes accurately to help me understand.</p> <p>To scan and skim a text quickly and confidently to find key information to get the gist of a paragraph or piece of text.</p>
Comprehension	I know that using my prior knowledge as I read will give me a deeper understanding.	To relate a text to my background knowledge and use this to empathise with characters' thoughts, feelings and actions.

Response to Reading	<p>I know that I can use skills learnt to respond to a text that I have read.</p>	<p>To read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction building on my own and others' ideas, using this to influence my further reading and that of others.</p> <p>To give reasoned justifications for my views based on precise evidence from the text including quotations.</p> <p>To find, record and present information from non-fiction texts efficiently.</p> <p>To know the difference between fact and opinion and can identify this in a text</p> <p>To read and understand fictional texts (paper based and digital) that are structured in different ways and read for a range of purposes and can explain the main purpose of these</p>
---------------------	---	---