



## A Progression in Reading

## YEAR 6

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### WORD READING

(At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils)

apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in National Curriculum English Appendix 1, both to read aloud and to understand the meaning of new words that they meet  
read silently for a sustained period of time

### COMPREHENSION

**NOTE:** The knowledge and skills that pupils need in order to comprehend are very similar at different ages. The complexity of the writing increases the level of challenge so ensure that the complexity of texts is increased from Y5

Y6 pupils should be taught to maintain positive attitudes to reading and understand what they read.

### ENGAGING IN A RANGE OF READING

regularly listen to and discuss a range of fiction (including whole novels), poetry, plays and non-fiction from a wide range of authors and genres which they might not choose to read for themselves (including those from the school's identified Y6 'core texts')

continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (including reading longer texts with sustained stamina and interest)

read for a range of purposes (e.g. enjoyment, to find out information or the meaning of new words)

make personal reading choices and explain reasons for these (e.g. style, genre etc.)

reflect on reading preferences (including in reading groups) and habits and plan personal reading goals

recommend books that they have read to their peers, giving reasons for their choices (making links to personal reading choices and reasons for these)

quickly appraise non-fiction texts to evaluate their usefulness and quality

### UNDERSTANDING THE STRUCTURE OF TEXTS

read books that are structured in different ways  
recognise that different text types use different features to support the structure  
sequence the main events in longer stories into the five stages and identify how writers use more complex structures that do not have simple linear chronology (e.g. flash-forward, back-story, parallel narratives)  
recognise and compare an increasing range of poetry structures (e.g. free verse, narrative poetry, sonnets, renga, ballad, monologues, couplets) and comment on how their structure influences meaning

### UNDERSTANDING THE THEMES, CONVENTIONS AND CONTENT OF TEXTS

increase 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  
identify and discuss themes and conventions in and across a wide range of writing (e.g.: characters that challenge stereotypes; the conventions of different types of non-fiction writing [e.g. in biographies and autobiographies])  
make comparisons within and across books (e.g.: settings; themes; different accounts of similar events in different books [such as being an evacuee in 'Carrie's War' and 'Goodnight Mr. Tom']; viewpoints of different authors of the same event)

### PERFORMING POETRY/PLAYSCRIPTS

learn a wider range of poetry by heart  
prepare poems and plays to read aloud and to perform (individually or together) and show understanding through intonation, tone and volume so that the meaning is clear to an audience  
use appropriate interaction between characters in play scripts (e.g. body language, facial expressions, tone of voice)

### UNDERSTANDING WORD MEANINGS

use dictionaries to check the meaning of words that they have read  
use morphological and etymological knowledge to work out the meanings of unknown words (link to NC Appendix 1: Y3/4 Spelling Y5/6)  
infer meanings of unfamiliar words

### UNDERSTANDING THE USE OF LANGUAGE

identify, discuss and collect words and phrases that capture the reader's interest and imagination  
discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (e.g. explore, recognise and use the terms personification, analogy, style and effect; explain the effect of unusual, surprising or dramatic language choices)

**Y6 pupils should be taught to understand what they read and respond by making point + giving evidence + elaborating.**

### UNDERSTANDING THE TEXT

activate prior knowledge and draw on what they already know or on background information and vocabulary provided by the teacher  
use active reading strategies including: checking that the book makes sense to them; discussing their understanding; exploring the meaning of words in context; asking questions to improve their understanding; reading ahead to locate clues to support understanding  
answer literal, inferential (see using inference and making predictions section) and evaluative comprehension questions [by making point + giving evidence + elaboration]

identify how language, structure and presentation contribute to meaning

distinguish between statements of fact and opinion (e.g. compare facts and opinions in a first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook)

participate in discussions about books that are read to them and those they can read for themselves, build on their own and others' ideas and challenge views courteously

provide reasoned justifications for their views [by making point + giving evidence + elaboration]

explain and discuss their understanding of what they have read, including through formal presentations (individually or in groups) and debates, maintaining a focus on the topic and using notes where necessary

### USING INFERENCE AND MAKING PREDICTIONS

draw inferences such as inferring characters' feelings, thoughts and motives from their actions and dialogue, and justifying inferences with evidence (e.g. focus on interactions between characters and what this shows about their relationships, thoughts, motives etc. [e.g. a character nodding in agreement, sounding concerned/interested when they are planning on doing the exact opposite but do not want to be suspected])

predict what might happen from details stated and implied (e.g. how a change of setting or situation within a story may affect how a character behaves; predict events in stories from other cultures using knowledge of customs and beliefs [e.g. predict that Anne Frank's fortunes will change for the worse based on knowledge of the treatment of Jews in WWII])

make predictions using experience of reading books by the same author or similar genres (e.g. predict how characters will act in a 'classic' text based on understanding of the period in which the story is set)

### SUMMARISING

summarise the main ideas drawn from more than one paragraph, identify key details that support the main ideas (e.g. 'This section of the text is the build-up, leading up to the problem which is all based around mistaken identity'; 'Camels are adaptable animals because...[giving 1/2/3 reasons from across a text]')

summarise and present a familiar story in their own words

summarise information from more than one text

### NAVIGATING TEXTS

retrieve, record and present information from non-fiction [from more than one point of reference in the text] (e.g. use contents page, index, headings and subheadings [note: there may be more than one page reference in the index or contents which would require children to identify the ones that are relevant])

apply information retrieval skills in other subjects and for own personal use/research

use a combination of skimming for gist, scanning and close reading across a text to locate specific detail