Key Learning in Reading: Year 6

Word Reading	Comprehension
As above and: ▪ Read books at an age appropriate interest level. ▪ Work out unfamiliar words by focusing on all letters in the word, *e.g.* not reading *invitation* for *imitation*. ▪ Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. *un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment*. ▪ Use suffixes to understand meanings e.g. *–cious, -tious, -tial, -cial*. ▪ Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below. ▪ Use etymology to help the pronunciation of new words e.g. *chef, chalet, machine, brochure – French in origin*.	As above and: **Maintaining positive attitudes to reading** ▪ Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction. ▪ Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. ▪ Independently read longer texts with sustained stamina and interest. ▪ Recommend books to their peers with detailed reasons for their opinions. ▪ Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures. ▪ Learn a wider range of poems by heart. ▪ Prepare poems and play scripts to read aloud and perform using dramatic effects. **Understanding texts they read independently and those which are read to them** ▪ Explain the meaning of new vocabulary within the context of the text. ▪ Demonstrate active reading strategies e.g. *challenging peers with questions, justifying opinions, responding to different viewpoints within a group.* ▪ Use a reading journal to record on-going reflections and responses to personal reading. ▪ Explore texts in groups and deepen comprehension through discussion. ▪ Provide reasoned justifications for their views. ▪ Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – **P**oint+**E**vidence+**E**xplanation. ▪ Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. **P**oint+**E**vidence+**E**xplanation. ▪ Predict what might happen from information stated and implied. ▪ Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text. ▪ Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in Carrie's War and Goodnight Mr Tom. ▪ Compare characters within and across texts. ▪ Compare texts written in different periods. ▪ Recognise themes within and across texts e.g. *hope, peace, fortune, survival*. ▪ Distinguish between statements of fact and opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook. ▪ Skim for gist. ▪ Scan for key information e.g. *identify words and phrases which tell you the character is frustrated,* or *find words/phrases which suggest that a theme park is exciting.* ▪ Use a combination of skimming, scanning and close reading across a text to locate specific detail. ▪ Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects. ▪ Analyse the conventions of different types of writing e.g. *use of dialogue to indicate geographical and/or historical settings for a story.* ▪ Identify how language, structure and presentation contribute to meaning e.g. *persuasive leaflet, balanced argument*. **Evaluating the impact of the author's use of language** ▪ Explore, recognise and use the terms personification, analogy, style and effect. ▪ Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques. **Participating in discussion and debate** ▪ Participate in discussions about books, building on their own and others' ideas and challenging views courteously. ▪ Explain and discuss their understanding of what they have read, including through formal presentations and debates. ▪ Prepare formal presentations individually or in groups. ▪ Use notes to support presentation of information. ▪ Respond to questions generated by a presentation. ▪ Participate in debates on issues related to reading (fiction/non-fiction).

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