

Year 6 Reading Assessment

Year 6	
Dimensions	Term 1 - Year 6 Objectives
Word Reading	Work out unfamiliar words by focusing on all letters in the word, <i>e.g. not reading invitation for imitation.</i>
	Use suffixes to understand meanings e.g. -cious (meaning 'having' or 'full of') - <i>malicious, suspicious</i> -tious (meaning 'having' or 'full of') - <i>nutritious, cautious</i>
	Read and understand selected words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below.
Maintaining positive attitudes to reading	Recommend books to their peers with detailed reasons for their opinions, <i>e.g. contributing to reading blogs, being a reading champion working with reluctant readers.</i>
	Prepare a poem to perform and learn by heart <i>e.g. songs or poetry they have written themselves.</i> Use intonation, tone and volume so that meaning is clear to an audience. Use text marking, colour coding and annotations to support planning and rehearsal.
Understanding	Identify unfamiliar vocabulary and discuss possible meanings.
	Demonstrate active reading strategies through book talk <i>e.g. stating and justifying opinions, considering the views of others and asking questions.</i> Capture in reading journals.
	Justify responses to the text using the PEE prompt (Point + Evidence + Explanation). Using a Point provided by the teacher, children find supporting Evidence (Point + Evidence) and explain using their own words.
	Using evidence selected by the teacher (<i>e.g. the author's description, and from characters' actions and dialogue</i>), infer characters' thoughts and feelings.
	Use clues from characters' actions and speech to make plausible predictions.
	Formulate a simple hypothesis related to fiction (<i>e.g. I would not have enjoyed Dorothy's life on the farm in Kansas</i>) and, through close reading, re-reading and reading ahead, locate clues to support this. Discuss and capture in writing.
	Compare characters within and across texts.
	Discuss a theme within a text, identified by the teacher <i>e.g. loss, friendship, survival.</i> Explore how the theme acts as a one word summary of the story, identifying evidence to support this.
	Distinguish between statements of fact and opinion within a text <i>e.g. biography, review of a play or performance.</i>
	Scan for key information <i>e.g. identify words and phrases which tell you the character is frustrated, or find three words or phrases which suggest that a theme park is exciting.</i>
	Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects. Use simple abbreviations when note taking.
Evaluating the impact of the	Identify how language, structure and presentation contribute to meaning <i>e.g. persuasive leaflet, balanced argument.</i>
	Explore, recognise and use the term personification. Describe its effect within a text. Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words and phrases.

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author's use of language	
Discussion	Make active contributions to discussions about what is read to them and books they have read independently, taking turns and listening to what others say, e.g. <i>expressing opinions and preferences, and giving reasons.</i>
	Prepare and deliver simple presentations, explaining and discussing their understanding of what they have read.
	Prepare and deliver a short oral presentation linked to reading, e.g. <i>about a character, famous person.</i> Deliver to a small group, e.g. <i>guided reading group.</i>
	Respond to a question submitted by an audience/group member following a presentation linked to reading. Spend time structuring a response to the question before presenting it orally using Standard English.

Year 6	
Dimensions	Term 2 - Year 6 Objectives
Word Reading	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. -cial (meaning 'relating to') -official, special, artificial; -tial, (meaning 'relating to') - partial, confidential, essential
	Read and understand selected words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below.
Maintaining positive attitudes to reading	Recommend books to their peers with detailed reasons for their opinions, e.g. <i>writing recommendation card inserts for books in the library, presentations within a reading assembly.</i>
	Prepare a poem to perform and learn by heart e.g. <i>poems with imagery.</i> Show understanding through intonation, tone and volume so that meaning is clear to an audience. Use text marking, colour coding and annotations to support planning and rehearsal.
Understanding	Work out the meaning of unfamiliar vocabulary using the context.
	Demonstrate active reading strategies through book talk e.g. <i>raising questions, justifying opinions and responding to different viewpoints within a group.</i> Capture in reading journals.
	Justify responses to the text using the PEE prompt (Point + Evidence + Explanation). Using some evidence provided by the teacher, children identify/summarise a plausible Point and provide further explanation using their own words.
	Draw inferences around characters' thoughts and feelings, e.g. <i>How might Tom be feeling? What evidence supports this?</i>
	Use clues from the author's descriptions of settings and characters (including actions and speech) to predict outcomes.
	Formulate a simple hypothesis related to non-fiction (e.g. <i>I think this is a hybrid text with elements of instruction, explanation and persuasion</i>) and, through close reading, re-reading and reading ahead, locate clues to support this. Discuss and capture through text marking and annotation.

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	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.
	Using a selection of themes provided by the teacher (e.g. <i>ambition, fortune, power</i>) identify the most suitable one to act as a one word summary of the story. Justify opinions using evidence from the text.
	Distinguish between statements of fact and opinion within a text e.g. <i>web pages, newspapers</i> .
	Skim to gain an overall sense of the text.
	Retrieve, record and make notes for different purposes. Understand what is meant by 'in your own words' and when it is appropriate to copy, quote and adapt.
	Identify how language, structure and presentation contribute to meaning in poetry.
Evaluating the impact of the author's use of language	Explore, recognise and use the term analogy, e.g. <i>Life is like a race. The one who keeps running wins the race and the one who stops to catch a breath loses or Just as a sword is the weapon of a warrior, a pen is the weapon of a writer.</i>
	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.
Discussion and debate	Build on the views of others courteously, e.g. <i>I agree but also...; That's a thought...maybe...; Yes, and maybe...</i>
	Prepare and deliver a short formal presentation, explaining and discussing their understanding of what they have read.
	Prepare and use visual aids to support an oral presentation linked to reading, e.g. <i>pictures, props, ICT</i>
	Using Standard English, respond to questions generated by a presentation, re stating the original standpoint and supporting with further information and ideas.

Year 6	
Dimensions	Term 3 - Year 6 Objectives
Word Reading	Use etymology to help the pronunciation of new words e.g. <i>chef, chalet, machine, brochure - French in origin.</i>
	Read and understand selected words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below.
Maintaining positive attitudes to reading	Recommend books to their peers, orally and in writing, with detailed reasons for their opinions, e.g. <i>recommending books with particular attention to the interests and preferences of peers, recommending books within a book circle.</i>
	Prepare poems (e.g. classic narrative poetry) and plays and perform with dramatic effects. Use text marking, colour coding and annotations to support planning and rehearsal.

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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 through book talk e.g. <i>challenging peers with questions, justifying opinions, responding to different viewpoints within a group</i> . Capture in reading journals.
	Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point+Evidence+Explanation.
	Infer characters’ motives from their actions, e.g. <i>Why did Fagin look after the boys? What evidence do you have to support this?</i>
	Predict consequences using a combination of information, including that which is stated and that which is implied.
	Formulate hypotheses and, through close reading, re-reading and reading ahead, locate clues to support understanding.
	Compare texts written in different periods.
	Recognise and discuss themes within and across a range of texts e.g. <i>hope, family, love, homes</i> .
	Distinguish between statements of fact and opinion across a range of texts e.g. <i>first-hand account of an event compared with a reported example such as Samuel Pepys’ diary and a history textbook</i> .
	Use a combination of skimming, scanning and close reading across a text to locate specific detail.
	Using a range of non-fiction texts in print and on screen, sift through passages for relevant information and record ideas in note form that are effectively grouped and linked.
	Analyse the conventions of different types of writing e.g. <i>use of dialogue to indicate geographical and/or historical settings for a story</i> .
Evaluating the impact of the author’s use of language	Explore, recognise and use the terms style and effect.
	Explain the effect on the reader of the author’s choice of language and reasons why the author may have chosen to break conventions, e.g. <i>one word sentence; beginning sentences with ‘and’ or ‘but’; repeated use of the same word</i> .
Discussion and debate	Challenge the views of others courteously, e.g. <i>I like that idea but have you thought about...; Ok, but what about looking at it this way...; I can see your point but...</i>
	Prepare and deliver formal presentations, including for debates, explaining and discussing their understanding of what they have read.
	Prepare and use notes to support an oral presentation, e.g. cue cards.
	Use formal language (e.g. <i>the subjunctive; the passive voice, nominalisation</i>) to respond to questions generated by a presentation linked to reading and/or research, e.g. <i>If I were to...; My conscience requires that...; It could be argued that...; The proposed suggestion...</i>