Queensgate Primary School - Reading End of Year Goals

Year 6

	Year 6 Reading Sequential Layering			
Range:	Books at an age appropriate interest level including: ■ Fiction e.g. traditional tales, tales from other cultures, adventure stories. ■ Non-fiction e.g. instructions, letters, non-chronological reports, explanations. ■ Poetry e.g. classic poems, poems on a theme, riddles, rhyming poems.			
	Autumn	**Spring**	**Summer**	**End of Year Key Learning Outcomes**
Word Reading	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.		*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 (meaning 'having' or 'full of') – malicious, suspicious. -tious (meaning 'having' or 'full of') – nutritious, cautious.*	Use suffixes to understand meanings e.g. *-cial (meaning 'relating to') -official, special, artificial. -tial, (meaning 'relating to') – partial, confidential, essential.*		Use suffixes to understand meanings e.g. *–cious, -tious, -tial, -*
	Read and understand selected words from the Year 6 list (selected from the statutory Year 5/6 word list).	Read and understand selected words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below.	Read and understand selected words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below.	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.	Use etymology to help the pronunciation of new words *e.g. chef, chalet, machine, brochure –French in origin.*
Fluency	Use punctuation to determine intonation and expression when reading aloud, taking note of how commas are used to avoid ambiguity, *e.g. 'Let's eat Grandma.' and 'Let's eat, Grandma.'*	Use commas to determine intonation and expression when reading aloud, e.g. commas used to: • demarcate clauses (including relative clauses); • follow a fronted adverbial; avoid ambiguity.	Use devices to indicate parenthesis (commas, dashes and brackets) to determine intonation and expression. when reading aloud, *e.g. The cake was lovely – delicious in fact – so I had another slice.*	Use punctuation to determine intonation and expression when reading aloud to a range of audiences.
Vocabulary Define and Explain	Identify unfamiliar vocabulary and discuss possible meanings.	Work out the meaning of unfamiliar vocabulary using the context.	Explain the meaning of new vocabulary within the context of the text.	Explain the meaning of new vocabulary within the context of fiction and non-fiction texts.

	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.	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.	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. *one word sentence;* *beginning sentences with 'and' or 'but';* *repeated use of the same word.*	Evaluate how and why authors use language, shades of meaning and a range of figurative devices to impact on the reader.
Explore	Discuss a theme within a text, identified by the teacher *e.g. rags to riches, difference, facing fear.* Explore how the theme acts as a one word summary of the story, identifying evidence to support this.	Discuss a theme, identified by the teacher, within a poem, *e.g. childhood, love, loyalty, betrayal.* Explore how the theme acts as a one word summary of the poem, identifying evidence to support this.	Explore and discuss themes within and across fiction and poetry texts *e.g. select, from a range provided by the teacher, the theme which acts best as a one word summary of a story or poem.*	Explore themes within and across texts *e.g. loss, heroism, friendship.*
	Analyse the conventions of different types of writing *e.g. use of rhetorical questions or alliteration in persuasive advertisements.*	Identify how language, structure and presentation contribute to meaning in poetry, *e.g. limericks, haiku, poems on a theme.*	Identify how language, structure and presentation contribute to meaning in fiction and non-fiction texts *e.g. formal letter, persuasive speech, myths, legends.*	Identify how language, structure and presentation contribute to meaning *e.g. formal letter, informal diary, persuasive speech.*
	Distinguish between statements of fact and opinion within a text *e.g. persuasion.*	Distinguish between statements of fact and opinion within a text *e.g. magazines, information texts linked to cross curricular themes.*	Distinguish between statements of fact and opinion across texts, *e.g. two contrasting accounts of the same historical event, or two opposing points of view about an issue being debated.*	Distinguish between statements of fact or opinion within a text.
	Compare characters within and across texts.	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 texts written in different periods.	Make comparisons within and across texts e.g. similar events in different books Compare characters within and across texts. Compare texts written in different periods.
Retrieval	Scan for key information 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.*	Skim to gain an overall sense of the text.	Use a combination of skimming, scanning and close reading across a text to locate specific detail.	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. Skim for gist. Selectively and precisely use a combination of skimming, scanning and close reading across a text to locate detail.
Inference	Formulate a simple hypothesis related to fiction *(e.g. I would not have enjoyed Dorothy's life on the farm in Kansas)* and, through close reading, re-reading and reading ahead, locate clues to support this. Discuss and capture in writing.	Formulate a simple hypothesis related to non-fiction (e.g. I think this is a hybrid text with elements of instruction, explanation and persuasion) and, through close reading, re-reading and reading ahead, locate clues to support this. Discuss and	Formulate hypotheses and, through close reading, re-reading and reading ahead, locate clues to support understanding.	Through close reading, re-read and read ahead to locate clues to support inferences about viewpoints and themes and justify with evidence from the text.

		capture through text marking and annotation.		
	Using evidence selected by the teacher (e.g. *the author's description, and from characters' actions and dialogue),* infer characters' thoughts and feelings.	Draw inferences around characters' thoughts and feelings, e.g. How might Tom be feeling? What evidence supports this?	Infer characters' motives from their actions, e.g. *Why did Fagin look after the boys? What evidence do you have to support this?*	Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence
Prediction	Use clues from characters' actions and speech to make plausible Predictions.	Use clues from the author's descriptions of settings and characters *(including actions and speech)* to predict outcomes.	Predict consequences using a combination of information, including that which is stated and that which is implied.	Predict what might happen from information stated and implied, based on their wider understanding of content and themes.
Summarise / Sequencing	Summarise, orally and in writing, main ideas, events and information drawn from more than one paragraph and identify key details which support this.	Summarise, orally and in writing, main ideas, events and information drawn from more than one paragraph and identify key details which support this; including analysis of dialogue at certain points in a story and its purpose e.g. to explain plot, show character and relationships, convey mood or create humour.	Summarise, orally and in writing, main ideas, events and information drawn from more than one paragraph and identify key details which support this; including summarising competing viewpoints.	Summarise ideas, events and information from the text as a whole; Analyse dialogue at certain points in a story and summarises its purpose e.g. to explain plot, show character and relationships, convey mood or create humour and summarise competing viewpoints.
Book Talk	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. *expressing opinions and preferences, and giving reasons.*	Build on the views of others courteously, e.g. I agree but also…; That's a thought…maybe…; Yes, and maybe…	Challenge the views of others courteously, e.g. I like that idea but have you thought about…; Ok, but what about looking at it this way…; I can see your point but…	Participate in discussions about books, building on their own and others' ideas and challenging views courteously.
	Recommend books to their peers with detailed reasons for their opinions, e.g. *contributing to reading blogs, being a reading champion working with reluctant readers.*	Recommend books to their peers with detailed reasons for their opinions, e.g. *writing recommendation card inserts for books in the library, presentations within a reading assembly.*	Recommend books to their peers, orally and in writing, with detailed reasons for their opinions, e.g. *recommending books with particular attention to the interests and preferences of peers, recommending books within a book circle.*	Recommend books to their peers with detailed reasons for their opinions.
	Prepare a poem to perform and learn by heart e.g. *songs or poetry they have written themselves.* 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.	Prepare a poem to perform and learn by heart e.g. *poems with imagery.* 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.	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.	Prepare poems and play scripts to read aloud and perform using dramatic effects.

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Year 6 Word List for Reading & Spelling

accommodate	category	disastrous	immediate(ly)	privilege	sincere(ly)
accompany	committee	embarrass	interrupt	profession	sufficient
according	competition	especially	marvellous	pronunciation	suggest
achieve	conscious*	exaggerate	mischievous	recommend	symbol
aggressive	controversy	frequently	necessary	relevant	system
appreciate	correspond	guarantee	opportunity	restaurant	thorough
attached	criticise (critic+ ise)	harass	parliament	sacrifice	variety
awkward	definite	identity	prejudice	signature	vehicle