

READING : MASTERY in Y6

ESSENTIAL

ADVANCE

MASTER

WORD READING

- Apply phonic knowledge and skills to read unfamiliar words.
- Apply knowledge of root words, prefixes and suffixes (see National Curriculum, Appendix 1, Y5,6 list) to read aloud (attempting pronunciation) and to understand the meaning of unfamiliar words.
- Use combined knowledge of phonemes and word derivations to pronounce words correctly. (e.g. arachnophobia, audience)
- Read fluently, using punctuation to inform meaning.
- Apply knowledge of morphology and etymology to read and understand words.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

RETRIEVAL

Finding and understanding facts
Finding and understanding clues

- **Understand books (and other texts) read independently.**

- Check that the book is meaningful and discuss what has been understood.
- Explain the main purpose of a text and summarise it.
- Retrieve relevant information by skimming and scanning, taking notes / highlighting to record key points.

- Summarise the main ideas drawn from a text (more than one paragraph), identifying key details that support the main ideas.
- Distinguish between statements of fact and opinion.

- Explore the meaning of unfamiliar words and idiomatic and figurative language, e.g. by using meaning-seeking strategies.
- Collate and organise information / points / evidence appropriately

INTERPRETATION

Organisation
Context

- **Draw inferences e.g. inferring characters' feelings, thoughts and motives from their actions.**
- **Develop explanations to justify inferences.**
- **Identify, comment (with consideration of impact) and back up views on how language, structure and presentation contribute to the meaning and effectiveness of a text (e.g. is it clear, attractive, easy to fact-find).**

- Predict what might happen from details stated and implied from across a text.
- Read books (and other texts) that are structured in different ways.

- Raise queries about texts.
- Identify and discuss the conventions of different text types.

- Ask questions to extend understanding.
- Recognise texts that contain features from more than one text type.

CHOICE

Writer's choice
Reader's opinions

- **Identify how language, structure and presentation contribute to the meaning of a text**
- **Maintain positive attitudes to reading and understanding of what they read.**
- **Participate in discussions about books (and other texts) that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.**
- **Read and discuss a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.**
- **Compare and contrast books (and other texts): within and across texts (including by different authors who may have different views and comparison of different versions)**

- Identify and discuss the conventions of different text types.
- Listen to others' ideas and opinions about a text.
- Present a personal point of view based on what has been read.
- Become familiar with a range of books, including modern fiction, poetry, plays.
- Raise queries about texts.
- Read non-fiction texts to support other curriculum areas.

- Explain and comment on explicit and implicit points of view.
- Identify, comment (with consideration of impact) and back up views on writer's choice of language.
- Provide reasoned justifications for their views.
- Present a counter-argument in response to others' points of view.
- Recommend books (and other texts) to peers, giving reasons for their choices.
- Express/explain a personal point of view about a text, giving reasons linked to evidence from texts.
- Read for a range of purposes.
- Make connections between reading and prior knowledge and experience; explain the links.

- Identify, comment (with consideration of impact) and back up views on writer's craft, including figurative language, grammatical features, text structure e.g. the use of short sentences to build tension.
- Build on others' ideas and opinions about a text in discussion.
- Present and explain the author's viewpoint in a text.
- Identify and discuss themes and conventions in and across a wide range of writing and longer texts.
- Identify and explain the effect of the context on a text. For example, historical or geographical.
- Ask questions to extend understanding.

Oral retelling and performance

- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Learn poems by heart e.g. narrative verse, sonnet.
- Present an oral overview or summary of a text.
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

EXCEEDING:

Prepare poems and plays to read aloud and to perform, using body language, tone, pitch and volume to engage the audience.

EXCEEDING STATEMENTS

<p>FINDING AND UNDERSTANDING FACTS</p> <p>Use a combination of skimming, scanning and text marking to find and collate information.</p> <p>Re-present collated information.</p> <p>Explain the main purpose of a text and summarise it succinctly.</p> <p>Explain the key features, themes and characters across a text.</p>	<p>WRITER'S CHOICE:</p> <p>Compare and contrast the language used in two different texts.</p> <p>Identify the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes.</p> <p>Evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes.</p> <p>Identify how writers manipulate grammatical features for effect.</p> <p>Analyse why writers make specific vocabulary choices.</p>
<p>FINDING AND UNDERSTANDING CLUES:</p> <p>Draw inferences from subtle clues across a complete text.</p> <p>Explain how and why a text has impact on a reader.</p> <p>Identify how characters change during the events of a longer novel.</p> <p>Comment on the development of themes in longer novels.</p> <p>Explain the key features, themes and characters across a text.</p>	<p>READER'S OPINIONS:</p> <p>Give a personal response to a range of literature and non-fiction texts, stating preferences and justifying them.</p> <p>Explain the author's viewpoint in a text and present an alternative point of view.</p> <p>Explain an opinion, referring to the text to justify it; Point, Evidence and Explanation (PEE).</p> <p>Present a counter-argument in response to others' points of view using evidence from the text and explanation – PEE.</p>
<p>ORGANISATION:</p> <p>Explain the structural devices used to organise a text.</p> <p>Comment on the structural devices used to organise the text.</p> <p>Read several texts on the same topic to find and compare information.</p> <p>Compare and contrast characters, themes and structure in texts by the same and different writers.</p>	<p>CONTEXT:</p> <p>Compare and contrast the styles of different writers with evidence and explanation.</p> <p>Evaluate the styles of different writers with evidence and explanation.</p> <p>Compare and contrast characters, themes and structure in texts by the same and different writers.</p> <p>Recognise the impact of the social, historical, cultural on the themes in a text.</p>

