

Working towards the Y6 expected standard... (B/B+)		Evidence x 3		
		Autumn	Spring	Summer
Predicting	predict what might happen from details stated and implied			
Inferring	draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence			
	draw simple inferences			
	use generally relevant textual reference or quotation, even when points made are not always accurate			
	identify relevant points			
	make comments that are supported by textual reference or quotation although may lack clarity			
	justify opinions and elaborate by referring to the text e.g. evidence			
Asking Questions	ask questions to probe deeper into plot, characters and setting			
Evaluating	read books that are structured in different ways and reading for a range of purposes			
	increase their familiarity with a wide range of books, including myths, legends and traditional stories			
	identify how language, structure, and presentation contribute to meaning			
Clarifying	discuss their understanding of the text making references to the text and explain the meaning of more complex words in context			
	use dictionaries to check the meaning of words that they have read			
Making Connections	continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks			
Summarising	summarise other peoples' opinions on what they have read, build upon shared ideas and challenge ideas using evidence in the text.			
	identify main ideas drawn from more than one paragraph and summarising these succinctly			
Other	prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action			
	recognise some different forms of poetry e.g. free verse and narrative poetry			
	retrieve and record information from fiction and non-fiction by skimming for gist and scanning for key words			

Working at the Y6 expected standard... (w/w+/s)		Evidence x 3		
		Autumn	Spring	Summer
<b>Predicting</b>	predict what might happen from details stated and implied			
<b>Inferring</b>	explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence			
	draw inferences although comments may not be rooted securely in the text or may repeat narrative or content.			
	use generally relevant textual reference or quotation, even when points made are not always accurate.			
	make comments that are supported by textual reference or quotation			
<b>Asking Questions</b>	ask questions to improve their understanding			
<b>Evaluating</b>	identify and discuss themes and conventions in and across a wide range of writing			
	increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally			
	explain some structural choices that have been identified			
<b>Clarifying</b>	evaluate how authors use language, including figurative language, considering the impact on the reader			
	Read aloud with intonation that shows understanding			
	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			
	Work out the meaning of the words from context			
	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in year 5/6 Spelling NC, both to read aloud and to understand the meaning of new words that they meet.			
<b>Making Connections</b>	participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously			
	continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks			
	make comparisons within and across books			
<b>Summarising</b>	summarise the main ideas, identifying key details and using quotations for illustration			
	retrieve, record and present information from non-fiction using a range of techniques e.g. - <i>skimming for gist</i> - <i>scanning for key words</i> - <i>text marking to research information quickly</i>			
<b>Other</b>	learn a wider range of poetry by heart			
	prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience			
	read age-appropriate books with confidence and fluency) including whole novels)			

Working at greater depth within the Y6 expected standard... (s+)		Evidence x 3		
		Autumn	Spring	Summer
<b>Predicting</b>				
<b>Inferring</b>	draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence by providing quotations and identifying words/phrases that imply feelings/motives			
	all textual references are carefully selected and phrased to effectively support points or views			
	uses a range of effective retrieval techniques to quickly and efficient provide evidence to support points			
	points are explained clearly with detail and justification			
	justify and explain points with greater detail and clarity			
<b>Asking Questions</b>				
<b>Evaluating</b>	carefully evaluate books and use this to inform reading preferences			
	read avidly a wide range of age appropriate texts whilst making clear choices based on preference and purpose			
	reads a range of books and other text types to gather information as part of the research process			
	and explain why some text types may be more reliable than others			
	develops a strong set of preferences as a reader, including genres and authors and articulate this with clarity making reference to specific features of the books.			
	explain how a writer's point of view is evident in a text			
	fully explore authorial style and techniques and explains the effects these create, using these to make choices about reading [for example, language choices, sentence structures, punctuation]			
	develop a rich understanding of a wide range of texts, texts by different authors and texts from different cultures/time periods			
	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. Adapt presentation style according to audience.			
<b>Clarifying</b>				
<b>Making Connections</b>	Thoroughly explore and analyse themes and issues across a wider range of texts			
	provide reasoned justifications for their views and begin to provide evidence against opposing views			
<b>Summarising</b>				
<b>Other</b>	carefully select from a range of texts based on genre or story preference			
	read longer texts for sustained periods			
	learn different styles of poetry by heart, using intonation, tone and volume to portray meaning and engage the audience			
	adapt reading style based on genre or purpose of reading e.g. detailed reading of narrative and skimming and other research techniques for non-fiction			
	carry out independent research using a variety of text-based sources as evidence			