

## Chillerton and Rookley and Godshill Primary – Whole School Reading Progression (ARE)

### Year 6

	Working towards	Expected	Greater Depths
<b>Word Reading (Phonic Knowledge)</b>	Read fluently, confidently and independently using strategies to work out any unfamiliar word • Decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of the words they meet in text.	Read fluently and effortlessly a range of age-appropriate texts with full knowledge of all Y5/6 exception words, root words, prefixes, suffixes/word endings and decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues • Determine the meaning of new words by applying knowledge of the root words, prefixes and suffixes/word endings as listed in English Appendix 1	Read a wider range of challenging texts that are above chronological age with fluency and understanding. • Decode any unfamiliar words with increasing automaticity and recognise their meaning through contextual cues • Shows a deeper understanding of morphology and etymology

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<b>Reading Comprehension</b>	<ul style="list-style-type: none"> <li>• See reading as a pleasurable activity.</li> <li>• Show awareness of audience when reading aloud text, plays and reciting poetry, using appropriate intonation, tone and volume</li> <li>• Read a wide range of genres, identifying the characteristics of text types and differences between text types, recognising themes within texts (e.g. loss or heroism); and comparing characters, settings, and other aspects within texts.</li> <li>• Recommend books too others based on own reading preferences</li> <li>• Associates certain conventions and certain text types including language and structure such as the use of the first person in writing diaries and autobiographies.</li> <li>• Use technical terms such as metaphor, simile, analogy, imagery, style and effect when discussing texts.</li> <li>• Know what is meant by figurative language</li> <li>• Discuss vocabulary used by the author to create effect</li> <li>• Efficiently retrieve information from</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a positive attitude to reading by frequently reading for pleasure, both fiction and non-fiction</li> <li>• Demonstrate appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience</li> <li>• Read a wide range of genres with different structures and purposes for pleasure, identifying themes and conventions between text types</li> <li>• Recommend books to others based on own reading preferences, giving reasons for choice.</li> <li>• Learn a wide range of poetry by heart</li> <li>• Explain how language (including figurative language), structure, and presentation, can contribute to the meaning of a text</li> <li>• Draw on contextual evidence to make sense of what is read</li> <li>• Comment on how language, including figurative language, is used to contribute to meaning</li> <li>• Ask questions to enhance understanding of the text</li> <li>• Make comparisons within and across</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently perform given texts, including poems, using a wide range of devices to engage the audience and for effect.</li> <li>• Read for pleasure, discussing, comparing and evaluating in depth a wide range of genres including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions</li> <li>• Recommend authors, sets of books and genres to others based on own reading experience and preferences, giving reasons for choice.</li> <li>• Compare language, structure and presentation across texts and debate which is the most effective.</li> <li>• Compare characters, settings and themes within a text and across more than one text</li> <li>• Consider different accounts of the same event and discuss viewpoints (both of authors and fictional characters)</li> <li>• Give counter-arguments to an alternative viewpoint, based on evidence from the text.</li> <li>• Analyse the use of</li> </ul>

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	<p>non-fiction texts using contents pages, indexes recording and make notes • Summarise the main ideas drawn from across given texts • Draw inferences and infer characters' feelings, thoughts and motives from their actions and justify with evidence • Make predictions based on details stated and implied with evidence from the text • Distinguish independently between statements of fact and opinion and with support spot examples in a given text • Participate in discussions about books that are read to them and those they can read for themselves</p>	<p>different books • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence • Make predictions based on details stated and implied • Distinguish between statements of fact and opinion • In non-fiction, retrieve records and present information to the reader in informal notes and formal presentations • Identify key details that support main ideas, and use them to summarise content drawn from more than one paragraph • 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 • Identify themes and conventions demonstrate, through discussion and comment, understanding of their use in and across a wide range of writing</p>	<p>figurative language, including how it is used for effect. • Challenge key ideas within a text. • Read extended texts, including novels, examining how characters change and develop. • Draw inferences based on indirect clues and justify their thinking. • Discuss how characters change and develop through texts by drawing inferences on indirect clues • Analyse texts and draw out key information to support their own research. • Summarise the main ideas of text drawing out key information • Compare and contrast across a broad range of texts, drawing on evidence from the text. • Categorise texts according to given criterion, including key themes and conventions</p>
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