



READING YEAR 6

National Curriculum Non-Negotiables

Word Reading

Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 6 spelling.
I can read aloud and understand the meaning of the words on the Year 5/6 list.

Comprehension

Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes.
I can read, enjoy, understand and discuss books that are written by different authors, in different styles. I can read books that are structured in different ways for different purposes e.g. for fun or research.

Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions.
I can read, enjoy and understand a wide range of books, including from our literary heritage and books from other cultures and traditions.

Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing.
I can discuss ideas, events, structures, issues, characters and plots of the texts across a wide range of writing.

Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books.
I can discuss and compare themes, structures, issues, characters and plots within a book and between different books.

Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart.
I can read, understand and learn from a wide range of poetry, and can learn longer poems by heart.

Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, and identifying key details that support the main ideas.
I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details as evidence to support my views.

Understand what he/she reads by identifying how language, structure and presentation contribute to meaning.
I can understand how language, structure and presentation contribute to the meaning of a text.

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
I can talk about how authors use language, including figurative language, and the impact it has on the reader.

Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
I can show my understanding of texts and poems through presentations and debates and can present information using notes I have created to help me focus on the topic in my presentation.

Provide reasoned justifications for his/her views.
I can fully explain my views with reasons and evidence from the text.

Spoken Language

Ask specific reasoned questions to improve his/her understanding.
I can ask specific reasoned questions to improve my understanding.

Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others’ ideas and challenging views courteously and with clear reasoning.
I can participate in discussions about books that are read to me and those that I can read, building on my own and others’ ideas and challenging views courteously and with clear reasoning.

Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates in pairs, groups and the whole class, maintaining a focus on the topic and using notes where necessary.
I can explain and discuss my understanding of what I have read, including through formal presentations and debates in pairs, groups and the whole class, maintaining a focus on the topic and using notes where necessary.

Perform his/her own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear.
I can perform my own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear.

*All these Target Tracker statements cover the National Curriculum statutory requirements
** Statements in bold are Target Tracker KPI’s