Year 6 Reading

Age related expectations Assessment Grid for Reading: Year 6

Name _____   Class-   Y1   Y2   Y3   Y4   Y5   Y6

	Word Reading	Comprehension I can understand and interpret	Comprehension I can comment on structure and organisation	Comprehension I can talk about the writers style	Comprehension I can talk about the writers viewpoint and how this makes the reader feel
Year 6: Emerging	Maintain positive attitudes to reading and continuing to increase their familiarity with a wide range of books, including myths, legends traditional stories, modern fiction, fiction from our literacy heritage and books from other cultures and traditions.	Confidently identify and draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying actions with evidence and own viewpoints. Able to evaluate events in the light of whole narrative not just the surrounding text. Formulate own questions to improve their understanding Independently prepare poems and plays to read aloud and to perform, show understanding through intonation, tone and volume so that the meaning is clear to an audience	Always refers to the text to support predictions and opinions Makes critical comparisons to inform my viewpoints and opinions around the effectiveness of different texts. Automatically use non-fiction texts to extract information across the curriculum. (Increased challenge within the texts)	Comment on how the style and vocabulary choices are linked to the purpose of the text Describes, with examples, how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes. Knows the difference between literal and figurative language.	Discuss fact and opinion across a variety of texts and across the curriculum. Knows why the author has encouraged the reader to empathise with the character, or a particular viewpoint or an opinion. Comments show an awareness of the writer's viewpoint and respond to this by e.g. re-telling from a different point of view. Able to explain author's point of view with explicit textual evidence.
Year 6: Meeting	Shows confidence in tackling unfamiliar and challenging language. Able to construct meaning by drawing on knowledge of word derivations and context. Reads fluently and is responsive to more sophisticated punctuation eg. Brackets / semi-colon. Use connectives as signposts to indicate a change of tone. Comment on different features of language used in poems and prose (for example dialect) such as abbreviations and colloquialisms Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in English appendix 1	Prepare for factual research by evaluating different sources to support objective focus. Critically compare and evaluate how stories may vary in pace, sequence, complication and resolution Explain different possible interpretations. Explains how they made inferences and deductions. Refers to the text to support predictions and opinions. (Point + Evidence + Explanation) Paraphrases succinctly. Appraises a text quickly and evaluates it. Gather information from a range of sources and draw together common strands	Always refer to the text to support predictions and opinions Begin to make in depth critical comparisons to inform my viewpoints and opinions around the effectiveness of different texts.	Comment upon and evaluate how the style and vocabulary choices are linked to the purpose of the text Understand and evaluate how authors use figurative language to create different effects. Critically evaluate how the author has conveyed different viewpoints, characters, and structured plots for effect Evaluate how authors use figurative language to create different effects and how this impacts on the reader.	Discuss fact and opinion and evaluate language used to convey this across a variety of texts; and across the curriculum. Knows why the author has encouraged the reader to empathise with the character, or a particular viewpoint or an opinion, and the impact it has on the reader. Comments on the overall impact of poetry and prose with reference to features, e.g. development of themes. Explains success or otherwise of writing in evoking a response. Able to explain where author's viewpoint may be concealed. Articulates personal response to literature. Explain overall impact of poetry or prose.
Year 6: Deepening	Give a personal response to a range of literature and non-fiction texts, stating preferences and justifying them. Use a combination of skimming, scanning and text marking to find and collate information. Read several texts on the same topic to find and compare information. Compare and contrast the language used in two different texts. Present a counter-argument in response to others' point of view using evidence from the text and explanation. (PEE)	Critically compare and evaluate how stories may vary in pace, sequence, complication and resolution Explores the text to support and justify predictions and opinions (Point + Evidence + Explanation + Evaluation) Internalise the figurative language and structures of poems and plays. Evaluate different text plots by the same author for composition and effect/impact on the reader. Draw inferences from subtle clues across a complete text.	Make in depth critical comparisons to inform my viewpoints and opinions around the effectiveness of different texts. Automatically use non-fiction texts to extract information across the curriculum. Retrieve, collate and re-present key ideas from a range of sources. Explain and comment on the structural devices used to organise a text. Identify how characters change during the events of a longer novel. Explain the key features, themes and characters across a text.	Critically comment upon and evaluate how the style and vocabulary choices are linked to the purpose of the text Identify and evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes Identify how writers manipulate grammatical features for effect.	Routinely distinguishes fact and opinion and critically evaluates language used to convey this across a variety of texts; and across the curriculum. Critically evaluates why the author has encouraged the reader to empathise with the character, or a particular viewpoint or an opinion, and the impact it has on the reader. Compare, contrast and evaluate the styles of different writers with evidence and explanation. Comment on the development of themes in longer novels. Compare and contrast characters, themes and structure in texts by the same and different writers. Explain the author's viewpoint in a text and present an alternative point of view.