



## Year 6 Reading Attainment and Progress Grid:

| Reading Assessment Timetable: |                 |   |        |                 |   |        |                 |   |
|-------------------------------|-----------------|---|--------|-----------------|---|--------|-----------------|---|
| Autumn                        |                 |   | Spring |                 |   | Summer |                 |   |
| Sept                          | Baseline        | T |        |                 |   |        |                 |   |
| October                       | Assessment Week | T |        | Assessment Week | T |        | Assessment Week | T |
| December                      | PIRA test       | T | April  | PIRA test       | T | June   | PIRA test       | T |
|                               | Assessment Week | T |        | Assessment Week | T |        | Assessment Week | T |

|  | Autumn<br>(Developing)  | Spring<br>(Expected)   | Summer<br>(Embedded)   |
|--|---|--|--|
| <b>Decoding</b>  |   |  |  |
| <b>Word Level<br/>(Phonics N/A)</b>  | Determines the meaning of most new words by applying knowledge of the root words, prefixes and suffixes taught in KS2, as well as context.<br><i>sure, ture, cian, tious, cious, ation, cious, tious, ent, ence, ency, ant, ance, ancy, ible, ibly, able, ably, ous</i> | Determines the meaning of most new words by applying knowledge of the root words, prefixes and suffixes taught in KS2, as well as context.<br><i>Fer, mount, im, ir, il, struct, stru, trans, para, dict, cess, cede, ceed, sess, sede, sid, dia, rupt, ful, less, ment, ness,</i><br><br>As Autumn term, and can differentiate between all homophones as listed in Spelling programme. See Spelling Appendix. | Determines the meaning of all new words by applying knowledge of the root words, suffixes and prefixes taught in KS2 as well as context.                                     |
|  | When reading aloud, can read fluently and accurately words with related spelling patterns to those in the Year 5/6 word list and spelling list. See Spelling appendix   | When reading aloud, children can tackle unusual words, using rules, context and a knowledge of words from Year 5 / 6 word list and spelling list. See Spelling Appendix.   | When reading aloud, children can fluently and accurately – without undue hesitation – all words from the NC Year 5 and 6 word list and spelling list. See Spelling appendix. |
|  | Can read completely independently for up to half an hour. Can recall and recite verses of poems by themselves.  | Can recite favourite poems by heart without prompting.   | Has learned a wide range of poetry by heart and can quote from poems.  |
| <b>Comprehension</b>   |   |  |  |
| Reading Domain 2a: Give / explain meaning of words in context<br>Reading Domain 2b: Retrieve and record information / identify key details from fiction and non-fiction<br>Reading Domain 2c: Summarise main ideas from more than one paragraph<br>Reading Domain 2d: Make inferences from the text / explain and justify inferences with evidence from the text<br>Reading Domain 2e: Predict what might happen from details stated and implied<br>Reading Domain 2f: Identify / explain how information or narrative content is related and contributes to meaning as a whole<br>Reading Domain 2g: Identify / explain how meaning is enhanced through choice of words and phrases |   |  |  |



Reading Domain 2h: Make comparisons within the text

|   | Autumn   |  | Spring   |  | Summer  |  |
|---|--|--|--|--|---|--|
| <b>Comprehension and Understanding</b><br>Reading Domains a, b, c, f, h | Frequently choose both fiction and non-fiction books to read for enjoyment.  |  | Recommend authors, sets of books and genres to others, based on their own reading experiences and preferences, continuing to give reasons for choice.                                  |  | Express views formed through reading, explaining and justifying personal opinions and courteously challenging views of others.  |  |
|   | Explain and justify their personal opinion for choosing books.   |  |  |  |   |  |
|   | Know the difference between fact and opinion, and with support can identify examples in a given text.              |  | Distinguish independently between statements of fact and opinion.  |  | Identifies the difference between fact and opinion and can identify where a viewpoint is presented through an author's bias towards a subject.  |  |
|   | Is able to make comparisons within and across different texts.   |  | Make comparisons of theme, genre, and layout within and across texts.  |  | Can give counter arguments to an alternative viewpoint, based on evidence from the 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 possible.   |  | Compare and contrast characters within one text and across other texts.   |  |
|   | Can draw upon knowledge of a range of books to make comparisons and answer questions which require longer answers. |  | Has read and demonstrates familiarity through answering questions with a wide range of books (myths, legends, traditional stories, modern fiction, other cultures and traditions).     |  | Explain and discuss with ease their understanding and interpretation of what they have read, through formal presentations and debates, maintaining a focus on the topic and referring to own notes made whilst reading. |  |
|   | Shows awareness of the audience by making use of appropriate intonation when reading aloud.                        |  | Adapts and demonstrates appropriate intonation, tone and volume when reading aloud, to suit the audience.  |  | Has widely read and can talk at length in a discussion about a wide range of books. (see Spring list+ narrative poetry)   |  |
|   | Can identify general themes presented in a narrative, such as love or hope.  |  | Identifies the main points of each paragraph, précising an overall piece of text.  |  | Confidently performs given texts including poems, using a wide range of devices to engage the audience and for effect.  |  |
|   | Compare and contrast the conventions of different types of writing (with some support), using technical terms.     |  |  |  | Analyse and draw out key information to support their own research, summarising the main ideas in a text.   |  |
| <b>Retrieval</b>  | Efficiently retrieve non-fiction information, summarising the main ideas and making notes.                         |  | In nonfiction, retrieves, records and presents information to other readers both formally and informally.  |  | Independently use reading to retrieve and investigate information across a range of non-fiction texts.  |  |
|   | Can retrieve information from a range of fiction genres, answering longer and short questions.                     |  | Can retrieve information from a range of fiction genres, answering longer and short questions.   |  | Can retrieve information from a range of fiction genres, answering longer and short questions.  |  |
| <b>Inference</b><br>Reading Domains d,e                                 | Draw inferences based on details which are stated and implied  |  | Draw inferences from a range of texts (eg plays, novels, biographies) inferring character's feelings, thoughts and motives from their actions and justifying inferences with evidence. |  | Draw inferences such as inferring character's feelings, thoughts and motives from across a whole text where evidence is built up over time, and justifying inferences with evidence.                                    |  |
|   | Make predictions based on details which are stated and implied.  |  | Make predictions based on details stated and implied.  |  | Make predictions based on details stated and implied, giving evidence for their answers.  |  |
|   | Can pick out examples of figurative language, such as metaphors and personification.                               |  | Comments on how language, including figurative language, is used to contribute to meaning.   |  | Can recognise how an author's style of presentation can contribute to the overall meaning and theme of the text.  |  |



|  |   |   |   |  |
|--|---|---|---|--|
| <b>Language, Structure and Presentation</b><br>Reading Domains a,g   | Can make comments about the way the text appears on the page. | Explains how language, structure and presentation can contribute to the meaning of a text.  | Can identify how an author's style of presentation can contribute to the overall meaning and theme of the text. |  |
| <b>Expected level:</b><br>Children can read with increasing levels of stamina and are able to read longer books for longer periods of time. By learning spelling rules and conventions, they read effortlessly, and can work out the meaning of unfamiliar words, but also use their own strategies. They can use technical vocabulary when discussing stories, building on vocabulary learned in Year 5. Children can summarize main ideas, events and characters from a text, using more than 1 paragraph to provide evidence. They make sensible predictions and inferences on the information that is given to them. They can discuss different viewpoints and recognise reasons why people may have different views. They can explain and discuss with ease their understanding of what they have read through formal presentations and debates, maintaining a focus on the topic and referring to notes made whilst reading. |   | <b>Greater Depth:</b><br>Children are able to read and decode language at speed effortlessly allowing them to access a broad variety of differing texts. They understand the contexts and details of all the books being read due to their prior knowledge of the topics in the books including those from a different period of time. From their flawless decoding, they are able to understand the meaning of words that are unfamiliar in context which allows them to summarise the text with ease. They relate to the character's feelings and motives by inferring the character's intentions but can also sympathise with them and justify why the character will do something. Furthermore, they can relate the themes of the story to their own lives and see how the broader themes in texts relate to other media. For example, how certain characters or colours could represent a thought, feeling or another abstract noun. |   |  |