



Year 6 Reading Tracker

Bowerham Primary and Nursery School

Key Learning in Reading: Year 6

Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none">▪ Read books at an age appropriate interest level.▪ Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>invitation</i> for <i>imitation</i>.▪ Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. <i>un+happy+ness</i>, <i>dis+repute+able</i>, <i>dis+respect+ful</i>, <i>re+engage+ment</i>.▪ Use suffixes to understand meanings e.g. <i>-cious</i>, <i>-tious</i>, <i>-tial</i>, <i>-cial</i>.▪ Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below.▪ Use etymology to help the pronunciation of new words e.g. <i>chef</i>, <i>chalet</i>, <i>machine</i>, <i>brochure</i> – <i>French</i> in origin.	<p>As above and:</p> <p>Maintaining positive attitudes to reading</p> <ul style="list-style-type: none">▪ Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction.▪ Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.▪ Independently read longer texts with sustained stamina and interest.▪ Recommend books to their peers with detailed reasons for their opinions.▪ Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures.▪ Learn a wider range of poems by heart.▪ Prepare poems and play scripts to read aloud and perform using dramatic effects. <p>Understanding texts they read independently and those which are read to them</p> <ul style="list-style-type: none">▪ Explain the meaning of new vocabulary within the context of the text.▪ Demonstrate active reading strategies e.g. <i>challenging peers with questions, justifying opinions, responding to different viewpoints within a group</i>.▪ Use a reading journal to record on-going reflections and responses to personal reading.▪ Explore texts in groups and deepen comprehension through discussion.▪ Provide reasoned justifications for their views.▪ Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point + Evidence + Explanation.▪ Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point + Evidence + Explanation.▪ Predict what might happen from information stated and implied.▪ Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.▪ Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in <i>Carrie's War</i> and <i>Goodnight Mr Tom</i>.▪ Compare characters within and across texts.▪ Compare texts written in different periods.▪ Recognise themes within and across texts e.g. <i>hope, peace, fortune, survival</i>.▪ Distinguish between statements of fact and opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as <i>Samuel Pepys' diary</i> and a history textbook.▪ Skim for gist.▪ Scan for key information e.g. <i>identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting</i>.▪ Use a combination of skimming, scanning and close reading across a text to locate specific detail.▪ Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.▪ Analyse the conventions of different types of writing e.g. <i>use of dialogue to indicate geographical and/or historical settings for a story</i>.▪ Identify how language, structure and presentation contribute to meaning e.g. <i>persuasive leaflet, balanced argument</i>. <p>Evaluating the impact of the author's use of language</p> <ul style="list-style-type: none">▪ Explore, recognise and use the terms personification, analogy, style and effect.▪ Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques. <p>Participating in discussion and debate</p> <ul style="list-style-type: none">▪ Participate in discussions about books, building on their own and others' ideas and challenging views courteously.▪ Explain and discuss their understanding of what they have read, including through formal presentations and debates.▪ Prepare formal presentations individually or in groups.▪ Use notes to support presentation of information.▪ Respond to questions generated by a presentation.▪ Participate in debates on issues related to reading (fiction/non-fiction).



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Key Learning Indicators of Performance in Reading: Word Lists

Year 6					
accommodate	category	disastrous	immediate(ly)	privilege	sincere(ly)
accompany	committee	embarrass	interrupt	profession	sufficient
according	competition	especially	marvellous	pronunciation	suggest
achieve	conscious*	exaggerate	mischievous	recommend	symbol
aggressive	controversy	frequently	necessary	relevant	system
appreciate	correspond	guarantee	opportunity	restaurant	thorough
attached	criticise (critic + ise)	harass	parliament	sacrifice	variety
awkward	definite	identity	prejudice	signature	vehicle
yacht					