**Information for Parents/Carers**

**Reading Targets**

**A Year 6 Reader**

**Page 1**

|  |
| --- |
| **Word Reading** |
| I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. |
| I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia. |
| I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words. |
| I can read fluently, using punctuation to inform meaning. |
|  |
| **Comprehension** |
| I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each. |
| I can read books that are structured in different ways. |
| I can recognise texts that contain features from more than one text type. |
| I can evaluate how effectively texts are structured and presented. |
| I can read non-fiction texts to help with my learning. |
| I read accurately and check that I understand. |
| I can recommend books to others and give reasons for my recommendation. |
| I can identify themes in texts. |
| I can identify and discuss the conventions in different text types. |
| I can identify the key points in a text. |
| I can recite a range of poems by heart, e.g. narrative verse, sonnet. |
| I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. |

**Information for Parents/Carers**

**Reading Targets**

**A Year 6 Reader**

**Page 2**

|  |
| --- |
| **Comprehension (continued)** |
| I can identify and comment on the writer’s choice of vocabulary, giving examples and explanation. |
| I can identify and explain how writers use grammatical features for effect; for example, the use of short sentences to build tension. |
| I can show awareness of the writer’s craft by commenting on use of language, grammatical features and structure of texts. |
| I can express a personal point of view about a text, giving reasons linked to evidence from texts. |
| I can raise queries about texts. |
| I can make connections between other similar texts, prior knowledge and experience and explain the links. |
| I can compare different versions of texts and explain the differences and similarities. |
| I listen to others’ ideas and opinions about a text. |
| I can build on others’ ideas and opinions about a text in discussion. |
| I can explain and comment on explicit and implicit points of view. |
| I can summarise key information from different parts of a text. |
| I can recognise the writer’s point of view and discuss it. |
| I can present a personal point of view based on what has been read. |
| I can present a counter-argument in response to others’ points of view. |
| I can provide reasoned justifications for my views. |
| I can refer to the text to support opinion. |
| I can distinguish between statements of fact and opinion. |
| I can find information using skimming to establish the main idea. |
| I can use scanning to find specific information. |
| I can text mark to make research efficient and fast. |
| I can organise information or evidence appropriately. |

**Information for Parents/Carers**

**Reading Targets - Comprehension**

**Exceeding Year 6 Expectations**

|  |
| --- |
| I can explain the structural devices used to organise a text. |
| I can comment on the structural devices used to organise the text. |
| I can read several texts on the same topic to find and compare information. |
| I can explain the main purpose of a text and summarise it succinctly. |
| I can draw inferences from subtle clues across a complete text |
| I can recognise the social, historical and cultural impact on the themes in a text. |
| I can comment on the development of themes in longer novels. |
| I can compare and contrast the styles of different writers with evidence and explanation. |
| I can evaluate the styles of different writers with evidence and explanation. |
| I can prepare poems and plays to read aloud and to perform, using body language, tone, pitch and volume to engage the audience. |
| I can compare and contrast the language used in two different texts. |
| I can identify the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes. |
|  |
| I can evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes. |
| I can identify how writers manipulate grammatical features for effect. |
| I can analyse why writers make specific vocabulary choices. |
| I can give a personal response to a range of literature and non-fiction texts, stating preferences and justifying them. |
| I can explain how and why a text has impact on a reader. |
| I can identify how characters change during the events of a longer novel. |
| I can explain the key features, themes and characters across a text. |
| I can compare and contrast characters, themes and structure in texts by the same and different writers. |
| I can explain the author’s viewpoint in a text and present an alternative point of view. |
| I can explain an opinion, referring to the text to justify it; (*Point, evidence, explanation*). |
| I can present a counter-argument in response to others’ points of view using evidence from the text and explanation (*Point, evidence, explanation*) |
| I can use a combination of skimming, scanning and text marking to find and collate information. |
| I can re-present collated information. |