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| **Reading Comprehension Year 6** |
| **NON-NEGOTIABLE** | • Refer to text to support opinions and predictions.• Give a view about choice of vocabulary, structure, etc.• Distinguish between fact and opinion.• Appreciate how a set of sentences has been arranged to create maximum effect. | • Recognise: complex sentences with more than one subordinate clause; phrases which add detail to sentences• Explain how a writer has used sentences to create particular effects.• Skim and scan to aide note-taking. |
| **AF** | ***Word Reading*** | ***Locate, retrieve and elaborate on information***  | ***Use inference and deduction to make*** ***interpretations***  | ***Understand structure, organisation and presentation***  | ***Understand language, technique and style***  | ***Understand themes and conventions in texts***  | ***Compare, contrast and evaluate texts***  |
|  | **Range of competencies and contexts:** Children will read and analyse a range of texts – including fiction, non-fiction and poetry. These will be drawn from different cultures and forms to allow children to expand their reading enjoyment and participation. Learning by heart - also reading and performing aloud - enable understanding to be enriched. Opportunities to apply learning successfully in pupils’ writing are also evident. Pupils develop personal tastes in their reading and are able to recommend books to others based on a more sophisticated understanding of preferences. |
| **Developing Towards** |  | Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas | Develop detailed and reasoned justifications for their views based on inference and deduction  | Comment on how narratives are structured in different ways (e.g. dilemma and resolution, lost and found stories, quests, etc.) | Identify and explain how language is used to help the reader visualise the setting, characters and events | Understand that the same themes and conventions can be presented in a variety of ways and evaluate the impact (e.g. hunting in a letter or persuasive leaflet) | 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 necessary  |
| **End of Year Expectations** |  | Decide what to include in note taking to gain a precise summary of key points  Use direct evidence from sections of text to explain and justify more detailed opinions  Use retrieval skills to respond to increasingly abstract question prompts (e.g. what does the passage tell us about the character?) | Distinguish between implicit and explicit points of view  Begin to use clues in language to set the text in context (e.g. The musket fired; They ran down the sidewalk) | Evaluate the presentation of texts for their effectiveness in conveying information (e.g. bullet points for the main points)  Comment on how narrative structure can be used to engage and affect the reader (e.g. flashback, cliff hanger, illustration/text relationship)  Understand how paragraphs are linked to build knowledge, tension or dynamic  | Identify and comment on the use of expressive, figurative and descriptive language to create effect  Relate language choices made by the author to the characteristics of the genre  Explain how writers can use language to influence reader’s viewpoint | Consider how the reader’s experiences and context influence the effect of a text  Identify how some writers attempt to challenge conventions in narrative (e.g. “Handsome Hero” and Shrek) | Compare the detail with which different sources convey information  Express preferences for texts by combining an understanding of significant ideas, themes, events and characters and their impact on the reader  Compare and contrast the way that fiction and non-fiction texts treat the same themes (e.g. Iron Age fiction, Stories set in Africa) |
| **Surpassing** |  | Secure use of skimming, scanning and text marking so research is fast and effective  Select, collate and prioritise information drawn from a range of sources  Sift the relevant from the irrelevant and distinguish between fact and opinion, bias and objectivity | Draw on detail to give full, persuasive answers to questions  Consider alternative interpretations and select the most plausible  Explain implied meanings, making reference to the text  Identify different layers of meaning and comment on their significance and effect  | Identify the structural and organisational choices the author has made  Identify and comment on the way that writers create impact through structural and organisational choices  Various features relating to organisation are clearly identified, with some explanation (e.g. ‘each section starts with a question as if he’s answering the crowd’)  Able to use a wide range of vocabulary to support their commentary on the structure of texts (e.g. stanza, rhyme, rhythm, metre, climax, resolution) | Evaluate and analyse of texts including references to aspects of language and language choices  Able to use an increasing range of technical and other terms in appraising texts, such as metaphor, simile, analogy, imagery, style and effect  Analyse how and why the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes  Explain how choice of language enables the development of meaning beyond the literal  Begin to identify the characteristics of individual writer’s style – and make comments on its effect Identify and discuss irony and its effects | Evaluate how effectively an author conveys their viewpoint / message  Describe and evaluate authors’ use of techniques, justifying interpretations by reference to the text  Differentiate between fact and opinion, in media texts, detect bias, stereotyping  Understand how authors’ purposes and intentions are portrayed, and how attitudes, values and meanings are communicated through a variety of techniques  Comments identify similarities and differences between texts, or versions, with some explanation, e.g. narrative conventions in traditional tales or stories from different cultures, ballads, newspaper reports | Compare and contrast how writers treat similar context and themes  Identify and comment on the way that different writers’ experiences can influence their treatment of similar themes  Compare and contrast the development of different characters within their cultural setting  Begin to demonstrate choice in the way in which texts are analysed for effect (e.g. choosing to emphasise or compare structure, language, technique when evaluating text) |