



Reading: Year 6



<i>Knowledge</i>	<i>Skills</i>	<i>Understanding</i>
<p>I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1 of the National Curriculum, both to read aloud and to understand the meaning of new words that I meet.</p>	<p>I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>I can read books that are structured in different ways and read for a range of purposes</p> <p>I can increase my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>I can identify and discuss themes and conventions in and across a wide range of writing</p> <p>I can make comparisons within and across books</p> <p>I can learn a wider range of poetry by heart</p> <p>I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>I can check that the book makes sense to me, discussing my understanding and exploring the meaning of words in context</p> <p>I can ask questions to improve my understanding</p> <p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</p> <p>I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>I can identify how language, structure and presentation contribute to meaning</p> <p>I can distinguish between statements of fact and opinion</p> <p>I can retrieve, record and present information from non-fiction</p> <p>I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p>	<p>I can predict what might happen from details stated and implied</p> <p>I can recommend books that I have read to my peers, giving reasons for my choices</p> <p>I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously</p> <p>I can provide reasoned justifications for my views</p> <p>I can explain and comment on implicit & explicit messages in texts</p> <p>I can use a full range of contextual clues to determine the meaning of specialist words</p> <p>I can identify clearly the main purpose of a text, often through general overview</p> <p>I can recognise and comment on themes across a range of texts, (social, historical, cultural)</p> <p>I can explain authorial techniques and style, recognising how writers combine different techniques to create a particular mood or effect</p> <p>I can explain the effect of the writer's viewpoint on the reader</p> <p>I can compare and evaluate different types of text organisation and structure</p>