

Year 6 reading progression

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage



Striving for Excellence

	Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Autumn term	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet 	<ul style="list-style-type: none"> • Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context • Ask questions to improve their understanding of a text 	<ul style="list-style-type: none"> • Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas 	<ul style="list-style-type: none"> • Retrieve, record and present information from non-fiction • Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation and reference to the text 	<ul style="list-style-type: none"> • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously 	<ul style="list-style-type: none"> • Predict what might happen from details stated and implied • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences 	<ul style="list-style-type: none"> • Identify how language, structure, and presentation contribute to meaning • Show understanding through intonation, tone and volume so that meaning is clear to an audience 	<ul style="list-style-type: none"> • Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback • Read books that are structured in different ways and read for a range of purposes • Identify and comment

				<p>using own words</p> <ul style="list-style-type: none"> Distinguish between statements of fact and opinion and recognise them in the language used by authors to influence readers 	<ul style="list-style-type: none"> Provide reasoned justifications for their views Evaluate how successfully the organisation of a text supports the writer's purpose 	with evidence	<ul style="list-style-type: none"> Evaluate how use language including figurative language, considering the impact on reader 	<p>on genre-specific language features used e.g. shades of meaning between similar words</p> <ul style="list-style-type: none"> Make comparisons within and across books
Spring term			<ul style="list-style-type: none"> Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources 		<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation) 	<ul style="list-style-type: none"> Compare and discuss accounts of the same event through different character viewpoints Explore a similar theme or topic written in a different genre 	<ul style="list-style-type: none"> Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Recognise texts that contain features from more than one genre, or demonstrate

								te shifts in formality
Summer term						<ul style="list-style-type: none"> • Begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative 	<ul style="list-style-type: none"> • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Yr 5/6 National Curriculum writing) 	<ul style="list-style-type: none"> • Explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text that exemplify this

As we move through the school year, each skill is revisited multiple times with increasing independence each time,