



## Year 6 Reading– Key Performance Indicators



<b>Meeting statements</b>	<b>Planning</b>						
	A1	A2	S1	S2	Su1	Su2	
<p style="text-align: center;"><b>Phonics and Decoding</b></p> <p>To read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>							
<p style="text-align: center;"><b>Common Exception Words</b></p> <p>To read all Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>							
<p style="text-align: center;"><b>Comparing, Contrasting and Commenting</b></p> <p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To 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.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>To compare characters, settings and themes within a text and across more than one text.</p>							
<p style="text-align: center;"><b>Words in Context and Authorial Choice</b></p> <p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p>							
<p style="text-align: center;"><b>Inference and Prediction</b></p> <p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues</p>							
<p style="text-align: center;"><b>Poetry and Performance</b></p> <p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>							
<p style="text-align: center;"><b>Non-Fiction</b></p> <p>To retrieve, record and present information from non-fiction texts.</p> <p>To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit)</p>							



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