

Reading Progression – Year 6

Aspect of Reading	National Curriculum	Autumn Term	Spring Term	Summer Term	Greater Depth?
Decoding	<i>Apply their growing knowledge of root words, prefixes and suffixes, as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</i>	Learn and begin to apply knowledge of roots words, prefixes and suffixes to identify the meaning of unfamiliar words.	Use their knowledge of a wider range of root words, prefixes and suffixes to identify the meaning of unfamiliar words and pronounce them.	Use their knowledge of a wider range of root words, prefixes and suffixes to understand and pronounce new words with minimal impact on fluency	Use their knowledge of a wider range of root words, prefixes and suffixes to read fluently and interpret new words in the context of what is read.
Understanding and Comprehension	<i>Understand what they read, in books they can read independently by: Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</i>	With support, monitor reading for sense and self-correct when they misread. Can sometimes explore how the same word can have different meanings in different contexts.	Usually monitor reading for sense and self-correct when they misread and can usually explore how the same word can have different meanings in different contexts: e.g. dissolve, solution (in science), 'He dissolved in tears'.	Almost always monitor reading for sense and self-correct when they misread and can often explore how the same word can have different meanings in different contexts.	Able to monitor reading for sense and self-correct when they misread and can explore how the same word can have different meanings in different contexts.
	<i>Asking questions to improve their understanding</i>	Sometimes ask themselves questions to improve their understanding when independently reading age-appropriate texts	Usually ask themselves questions to improve their understanding when independently reading age-appropriate texts	Often ask themselves questions to improve their understanding when independently reading age-appropriate texts.	Asks questions to improve their understanding when reading texts that are more challenging.
	<i>Distinguish between statements of fact and opinion</i>	With support, can sometimes distinguish between opinions and facts.	Usually distinguish between opinions and facts, questioning what	Mostly distinguish between opinions and facts, questioning what they read	Independently distinguish between opinions and facts, questioning what they read

			they read and looking for evidence to support questions within a text.	and looking for evidence to support questions within a text or in footnotes or references.	and looking for evidence to support questions within a text or in footnotes or references.
Understanding and Comprehension	<i>Retrieve, record and present information from non-fiction</i>	With support, can use specific features of non-fiction texts on paper and on screen to answer questions. Can sometimes note key points and information.	Can usually use specific features of non-fiction texts on paper and on screen to answer questions. Can note key points and information.	Uses specific features of non-fiction texts on paper and on screen to answer questions. Can record information in note form and other ways that is coherent to them and others.	Independently use specific features of non-fiction texts on paper and on screen to answer questions. Can record information in note form and other ways that is coherent to them and others.
	<i>Understand what they read by: Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</i>	With support, recognise the main ideas in paragraphs and can sometimes summarise the content of these succinctly.	Identify the main ideas in paragraphs and can usually produce a succinct summary, paraphrasing the main ideas	Independently identify the main ideas in paragraphs and can usually produce a succinct summary, paraphrasing the main idea	Identify the main ideas in paragraphs and can precis information succinctly.
Deduction, inference and interpretation.	<i>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</i>	With support, is beginning to draw straightforward inferences from their independent reading and sometimes refers to a single point in the text to support opinions.	More confidently draw inferences from their independent reading and explains thinking by referring to text to support opinion	Independently draw inferences from reading and justify opinions with evidence from the text.	Draw inferences and support with evidence from across the text to create more developed answers.
	<i>Predicting what might happen from details stated and implied</i>	Sometimes able to read 'between the lines' and draw on their experience of similar texts to predict what might happen next. They can sometimes identify clues the writer has planted for the reader.	Usually able to read 'between the lines' and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader.	Mostly able to read 'between the lines' and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader.	Confidently and independently read 'between the lines' and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader.

	Provide reasoned justifications for their views	Can offer opinions when relevant questions are asked.	Can sometimes justify their views, and use evidence to support them.	Can mostly justify their views, and use evidence to support them.	Independently justify views and use a wide range of evidence to support arguments.
Use of language	<i>Identifying how language, structure and presentation contribute to meaning</i>	With support, identify language, structural and presentational features and sometimes demonstrate their understanding of how these help the reader draw meaning from the text.	Usually identify language, structural and presentational features and sometimes demonstrate their understanding of how these help the reader draw meaning from the text	Mostly able to identify language, structural and presentational features and demonstrate their understanding of how these help the reader draw meaning from the text.	Able to independently identify language, structural and presentational features and demonstrate their understanding of how these help the reader draw meaning from the text: <i>e.g. recognises the shape and range of poetic forms such as ballads, sonnets, haiku; recognises nuances of meaning between similar words; uses a wide range of presentational features to draw meaning from non-fiction texts such as pie charts, Venn diagrams, maps with keys, cross-sectional diagrams.</i>
Authorial Intent, purposes and effect of the text on the reader	<i>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</i>	With support, identify language, including figurative language that the writer has chosen for impact. (simile, metaphor)	Usually identify language, including figurative language that the writer has chosen for impact, and are increasingly discuss and evaluate the impact on them as a reader.	Mostly identify language, including figurative language that the writer has chosen for impact, and are increasingly able to discuss and evaluate the impact on them as a reader.	Able to independently identify language, including figurative language that the writer has chosen for impact, and are increasingly able to discuss and evaluate the impact on them as a reader.

	<i>Identifying and discussing themes and conventions in and across a wide range of writing</i>	With support, recognise and discuss the main themes and conventions used in a range of age-appropriate texts.	Mostly able to recognise and discuss the themes and conventions used in a wide range of age-appropriate texts.	Independently recognise and discuss the themes and conventions used in a wide range of age-appropriate texts: e.g. isolation, flashback in narrative.	Confidently recognise and discuss the themes and conventions used in a wide range of age-appropriate texts: e.g. isolation, flashback in narrative.
Performance and Poetry	<i>Preparing 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</i>	With support, prepare, read aloud, perform age-appropriate poems, and play scripts with some understanding of intonation, tone and volume.	Prepare, read aloud, perform age-appropriate poems, and play scripts with some understanding of intonation, tone and volume.	Independently prepare, read aloud, perform age-appropriate poems, and play scripts with some understanding of intonation, tone and volume.	Confidently prepare, read aloud, perform a range of poems, and play scripts with good understanding of intonation, tone and volume.
	<i>Learning a wider range of poetry by heart</i>	With support, learn a wide range of age-appropriate poetry by heart.	Learn a wide range of age-appropriate poetry by heart.	Select and learn by heart an increasing range of age-appropriate poems.	Select and learn by heart an increasing range of poems outside of their age range.
Wider range of reading (including familiarity with texts)	<i>Increasing their 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 tradition</i>	Familiar with a range of age-appropriate books and can, with support, name some genres.	Familiar with a wide range of age-appropriate books and can independently identify, name and describe some genres: e.g. espionage, magical worlds, comedy.	Familiar with a range of age-appropriate books and can identify, name and describe most genres.	Familiar with a range of more challenging books.
	<i>Recommending books that they have read to their peers, giving reasons for their choices</i>	Can say what they like and dislike about a book. Can say why a book would be good to read.	Can usually share opinions about books they have read independently and make appropriate	Can share opinions about books they have read and usually make appropriate recommendations to their peers.	Can confidently share opinions about books they have read independently and make appropriate recommendations to their peers.

			recommendations to their peers.		
	<i>Making comparisons within and across books</i>	Make direct comparisons within and between books, sometimes identifying similarities and differences	Make comparisons within, between books, and between versions of the same text, giving examples to support opinions.	Make comparisons within, between books, and between versions of the same text, giving examples to support opinions.	Make comparisons within and between books and between versions of the same text, giving examples and drawing confidently on wider reading to support opinions
	<i>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</i>	With support, can recognise the key points to use in formal presentations and debates.	Can recognise the key points to use in formal presentations and debates. Begin to prepare points for conflicting opinions	Can give thorough explanations of their points and respond appropriately to conflicting opinions	Can present points clearly and thoroughly, taking into account likely conflicting opinions to minimise the impact of them
Wider range of reading (including familiarity with texts)	<i>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</i>	Begin to take part in discussions about books.	Can usually take part in discussions about books they have read or had read to them. Can listen to other people's ideas and respond appropriately.	Can mostly take part in discussions about books they have read or had read to them. Can listen to other people's ideas and respond appropriately.	Confidently take part in discussions about books. Listens to other people's ideas and provide relevant and detailed responses.
	<i>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</i>	Read and give opinions on a wide range of fiction and non-fiction that they have read for themselves. Begin to develop personal preferences for particular authors.	Participate in discussion about a widening range of longer and more challenging fiction, poetry, plays non-fiction and reference books, including some whole books that they have read for themselves.	Participate in discussion about a widening range of texts, expressing views and preferences about authors, poets and genres, justifying them by reference to the text, drawing on, comparing and contrasting examples.	Discuss how their reading preferences have developed through their experiences of reading a wide range of fiction and non-fiction including some whole books and series that they have chosen for themselves

	<i>Reading books that are structured in different ways and reading for a range of purposes</i>	Use their experience of reading a range of books to give examples of how books can be structured to suit a wide range of different purposes.	Select and read books making effective use of the structure: e.g. first person historical accounts, spy series, series set in alternative worlds, historical fiction.	Select and read books making effective use of the structure: e.g. first person historical accounts, spy series, series set in alternative worlds, historical fiction.	Give examples of where they feel a book has not been structured well to achieve its purpose and make suggestions as to how this could have been changed.
--	---	--	---	---	--