

English - Reading Progression: Year 6

Phonics & Decoding	*Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
Fluency & Accuracy	*Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
Exception Words	*Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Root Words, Prefixes & Suffixes	*Continue to revisit and build on and understanding of root words from Y3/4.
Reading Widely	<ul style="list-style-type: none"> *Be familiar with a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts. *Know that texts can have elements of more than one text type. *Identify the elements included in a text type. *Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. *Make connections between texts which may not initially seem similar. *Explain why there are connections, using evidence. *Compare and contrast themes in a range of books. *Explain how there are common themes in different books, using evidence from reading.
Discussing Texts & Explaining	<ul style="list-style-type: none"> *Provide increasingly reasoned justification for their views. *Recommend books for peers in detail. *Distinguish between fact, opinion and bias explaining how they know this.
Understanding Texts & Vocabulary	<ul style="list-style-type: none"> *Understand that there will be unfamiliar words in texts read. *Use dictionaries to check or find the meaning of unfamiliar words. *Use meaning-seeking strategies to explore the meaning of increasingly ambitious words in context. *Understand that a narrative can be told from different points of view – narrator, character. *Know that points of view can also be implied. *Ask questions to improve and deepen understanding. *Re-read to check that text is meaningful. *Record effective and increasingly ambitious words and language from reading to use in own writing. *Know that a text may need to be read slowly or re-read to deepen understanding. *Understand the difference between fact and opinion. *Record examples of a growing number of literary techniques and structures from reading to use in own writing.
Author Style & Intent	<ul style="list-style-type: none"> *Identify themes in books which have different cultural, social or historical contexts. *Explain how the choices a writer has made about the structure of a text support its purpose. *Identify the characteristics of a writer’s style. *Identify the techniques used to create feelings, atmosphere, mood or messages. *Know that the word and language choices support the writer’s purpose. *Know that the techniques and structures used support the writer’s purpose. *Understand that the writer may have a viewpoint.
Inference	<ul style="list-style-type: none"> *Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. *Make inferences about events, feelings, states backing these up with evidence. *Discuss how characters change and develop through texts by drawing inferences based on indirect clues. *Infer characters’ feelings, thoughts and motives, giving more than one piece of evidence to support each point made. *Draw evidence from different places across the text. *Use figurative language to infer meaning.
Prediction	<ul style="list-style-type: none"> *Predict what might happen from details stated and implied support predictions by using relevant evidence from the text. *Confirm and modify predictions in light of new information.
Retrieval	<ul style="list-style-type: none"> *Retrieve, record and present information from a wide variety of non-fiction texts. *Ask my own questions and follow a line of enquiry. *Confidently skim and scan, and also use the skill of reading before and after to retrieve information. *Use evidence from across whole chapters or texts.

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Sequencing & Summarising	*Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. *Summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs. *Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. *Make comparisons across different books.
Poetry, Performance & Reading Aloud	*Present an oral overview or summary of a text. *Learn a wider range of poetry by heart.
Non-Fiction	*Know that non-fiction texts may include a creative, fictional element. *Evaluate the usefulness of a non-fiction book to research questions raised.