Year 6 Reading Progression Document

Decoding & Reading Fluency

- I can use my knowledge of a wider range of **root words, prefixes and suffixes** to understand and pronounce new words with minimal impact on fluency.
- Use my combined **knowledge of phonemes and word derivations** to pronounce words correctly, e.g. arachnophobia.
- Attempt the pronunciation of **unfamiliar words** drawing on my prior knowledge of **similar looking** words.
- I can read fluently, using punctuation to inform meaning.
- I can read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/ word endings
- I can **skim** a text confidently to find out what it is about.
- I can tell if my **reading** of age-appropriate texts **makes sense**. I can **self-correct** when I misread, and I can explore how the same word can have different meanings in different contexts.
- I can 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 I have read for myself.

VOCABULARY, GRAMMAR & STRUCTURE- Authorial Choice

- I can **select and read books** making effective use of the structure.
- I can identify **distinctive** language, **structural** and **presentational** features in my independent reading of age-appropriate texts and sometimes demonstrate an understanding of how these help the reader draw meaning from the text. **2f & 2g**
- I can **identify ways** in which the writer has chosen for **impact**, and discuss and evaluate the impact on me as a reader. **2a &2g**
- I can identify **figurative language** (similes, metaphors, personification, onomatopoeia, hyperbole, idioms, alliteration) and discuss and evaluate the **impact** on me as a reader. **2a 2c &2g**
- I can **identify types of sentences** within a paragraph (simple, compound, complex) & identify why the author has chosen to use them. **2f & 2g**
- I know **why text types** are written, structured and presented in different ways. 2f
- I can identify & discuss how authors use **5 part story** structure, especially how they use **suspense, cliff hangers, time slips- flashbacks/forwards. 2f**
- I understand the structure of multi clause sentences when reading.
- I can identify where the author has used **standard English** (formal) or **colloquialisms** (informal) & why I think they have. **2g**
- I can identify & discuss why the author has used **complex punctuation** (brackets, semi-colons, colons, hyphens, dashes, ellipses). **2g**
- I can identify where the author has used **persuasive devices** such as: hyperbole, flattery, bribery & blackmail and explain what effect these create. **2a, 2d, 2g**
- When trying to **persuade**, I can explain why the author has chosen a **specific level of formality**. 2g
- I can identify the use of the **subjunctive**, in formal writing & explain why it's there.2g
- I can identify the **passive voice** to either provide an eerie effect; to show a victim or to create a distance between the author and what's being written. **2g**

RETRIEVAL, INFERENCE, PREDICTION, EXPLAIN, SUMMARISE & COMPARE

- I can express my **views** and preferences about authors, poets and genres, justifying them by reference to the text, and by comparing & contrasting examples. 2c , 2f 2h
- I can take part in **discussions** about age-appropriate books I have read or had read to me, taking turns, listening to and building on ideas, observing courtesies when challenging and being challenged.
- I can **explain why** my evidence **proves** my point. (P.E.E)
- I can **prepare responses** to likely **conflicting** opinions.
- I ask myself **questions** to improve my understanding when independently reading an age-appropriate text.
- I can identify **questions to be answered beforehand** when reading **non-fiction** texts. I can use the specific features of non-fiction texts on paper and on screen to answer them. **2b**
- I can **record information** in a way that can be easily read and understood by others, as well as being useful to myself and others
- I can tell the **difference** between **opinions**, **assertions** and **facts**. 2a, 2b.2d.2g
- When reading I can identify the **main ideas** in paragraphs and can produce a **succinct summary**, paraphrasing the main ideas. **2c**
- I can manage my own **research** to find information from a number of sources.

- I can read **'between the lines'** (**infer**) when reading. **2d**
- I can consider **different accounts** of the same event and to discuss viewpoints (both of authors and of fictional characters). **2h**

- I can discuss how **characters change and develop** through texts **by drawing inferences** based on indirect clues. **2b, 2d, 2f,2g, 2h**
- I can use **experience of similar texts** to **predict** what might happen next, identifying clues the writer has planted for the reader. **2e 2h**
- I can independently **recognise** and discuss the **themes and conventions** used in a wide range of age-appropriate texts. **2b, 2e, 2h**
- I can make appropriate **recommendations** to my peers, giving reasons for my choice.
- I can make **comparisons within and between** books and between versions of the same text, giving examples to support opinions. **2h**
- I can **select and learn** a wide range of age-appropriate poetry.
- I can talk about poetry and the way poets represent ideas. **2a,2b,2d,2g**
- I can **prepare, read aloud and perform** age-appropriate poems and play scripts showing understanding of intonation, tone, volume so as to gain the attention of an audience.
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