Year 6 Wilby CEVC Primary School Reading tracker

Group/Class:

Word Reading

Pupils can:

Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.

Read most words effortlessly

Work out how to pronounce unfamiliar written words with increasing automaticity

Read aloud, with confidence, pace, fluency and expression, using punctuation and representing the author's intent

RETRIEVE Understand, summarise, retrieve and record information from texts, including non-fiction.	**INTERPRET Deduce, infer or predict information, events or ideas from text, justifying using the text.**	**CHOICE Explain and comment on the writers' use of language, structure and presentation and the overall impact on the reader.**	**VIEWPOINT Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.**	**PERFORM Show understanding through intonation, tone, volume and action when performing poems and play-scripts.**	**REVIEW Discuss books read independently and as a group, justifying their views.**

Comprehension- Understanding reading

Identify and discuss themes and conventions in and across a wide range of texts

Make comparisons within and across books with some explanation

Consider different accounts of the same event –using inference and evidence from across the text

Clearly identify and discuss viewpoints within a text and across more than one text

Identify how language, structure and presentation contribute to meaning

Evaluate how authors use language, including figurative language, considering the impact on the reader (metaphor, extended metaphor, analogy, imagery, style and effect)

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from across the text.

Predict what might happen from details stated and implied

Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (incorporates apt quotations or textual references)

Identify the conventions of different types of texts, such as the use of the first person in writing diaries and autobiographies

Non-Fiction

Retrieve, record, synthesise and present information from non-fiction

Use contents pages and indexes to locate information

Distinguish between statements of fact and opinion

Begin to develop an understanding of how the context in which texts were written can influence content and meaning (e.g war reports)

Reading Behaviour

Pupils can:

Discuss, explain and evaluate

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

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

Provide reasoned justifications for their views

Ask questions to improve their understanding

Summarise and present a familiar story in their own words

Discusses and evaluates how authors use language, including figurative language, using appropriate terminology (eg imagery, style, effect, analogy) to describe language use and its overall impact and effect for the reader.

Range and Reading Habits

Chooses to read for pleasure

Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Read silently, and then discuss what they have read

Read books that are structured in different ways and reading for a range of purposes

Read a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

Prepare poems and plays to read aloud and to perform (including by heart), showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Recommend books that they have read to their peers, giving reasons for their choices