Reading YEAR 6

	STAGE D: Typical Range of Year 6 Attainment		
	Beginning / developing develop Y6 expectations	**Expected understanding of Y6 expectations**	**Greater depth application of Y6 expectations**
AF1 WORD READING use a range of strategies including accurate decoding of text to read for meaning	Applies their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in POS Appendix 1, both to read aloud and to understand the meaning of new words they meet. Can prepare readings with appropriate intonation to show their understanding and infer the meaning of unfamiliar words.		
	Can, with increasing confidence, determine both the meaning and pronunciation of unfamiliar words to improve understanding of a sentence or paragraph e.*g. focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation'*		Can determine both the meaning and pronunciation of unfamiliar words to improve understanding of a sentence or paragraph e.*g. focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation'*
	Can read for a sustained period of time and discuss what they have read. Can read age appropriate books with confidence, fluency and intonation that shows understanding		
AF2 Identify and retrieve key information from texts: understand, describe, explain select & use quotation & reference to text *Content Domain 2a & 2b & 2c	In guided sessions can summarise the main ideas drawn from more than one paragraph and identify key details and facts	With increasing independence can summarise the main ideas drawn from more than one paragraph and identify key details and facts	Can independently summarise the main ideas drawn from more than one paragraph and identify key details and facts and use quotations for illustration and to support their ideas when reading: *Fiction *Non-fiction
			Efficiently skims and scans to retrieve information quickly (from both fiction and non-fiction)
AF3 Deduce, Infer & Predict *Content Domain 2d & 2e	In guided sessions, comments develop explanation of inferred meanings on characters' thoughts, feelings and motives for their actions, drawing on evidence across the text, e.g. '*you know her dad was lying because earlier she saw him take the letter*'	Comments develop explanation of inferred meanings on characters' thoughts, feelings and motives for their actions, drawing on evidence across the text, e.*g. 'you know her dad was lying because earlier she saw him take the letter*'	With increasingly complex texts draws inferences such as inferring characters' feelings, thoughts and motives for their actions, and justifying inferences with evidence
	Considers how implied and multi-layered meanings are created	Evaluates the effect of implied and multi layered meanings	Using implied and multi-layered meanings will predict what might happen from details stated and implied
AF4 Understanding structure and organisation of texts	With increasingly complex texts can comment on the use of organisational and language features	Is beginning to apply what they know about text features e.g. *Why has author set out this leaflet like this – could they have been written any other way? The child can evaluate the features and suggest alternatives (using their knowledge of purpose and audience)*	Can apply what they know about text features e.g. *Why has author set out instructions like this – could they have been written any other way? The child can evaluate the features and suggest alternatives (using their knowledge of purpose and audience)*
AF5 Writers' choice and use of language *Content Domain 2g	Is able to identify imagery and figurative language e.g. *Why has the writer compared the moon to a ghostly galleon?*	Can give reasons for the use of imagery and figurative language e.g. '*The writer used this simile because it made you feel… The poet created mood by using a metaphor to describe the tension.*'	Evaluate how authors use language, including figurative language, considering the impact on the reader e.g. *'The road was a ribbon of moonlight, over the purple moor' How does Noyes use words to create such a vivid picture? Could he have used another writing technique? Would it have been as effective?*
AF6 Purpose, Viewpoint and personal responses *Content Domain 2g	Participate in discussions about books read to them and those they can read themselves, building on and developing their own ideas	Participate in discussions about books read to them and those they can read themselves, developing their own ideas and building on the ideas of others	Participate in discussions about books read to them and those they can read themselves, building on their own and others ideas, challenging ideas courteously
AF7 Social, cultural & historical traditions	With support, is beginning to make comparisons between the language in older texts with modern standard English (spelling, punctuation & vocabulary)	With growing independence, can make comparisons between the language in older texts with modern standard English (spelling, punctuation & vocabulary)	Across a greater range of texts, is able to comment on the effect the context (time and setting) has on language choice