

Year 6	Step 1	Step 2	ARE	Greater Depth
<p><b>Attitudes to reading: develop pleasure in reading, motivation to read and develop vocabulary and understanding</b></p> <p><b>Terminology for pupils: vowel, consonant, suffix, apostrophe, contraction, modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</b></p>			<p>Children must be achieving these skills within the grey book bands level to be working at age related standards. Reading must be fluent and children should show stamina in order to read longer texts in given time frames.</p>	
Word Reading			<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet.</p>	<p>All aspects of reading at the national standard are embedded.</p> <p>Books are selected in order to challenge knowledge and word reading skills.</p> <p>A wide range of texts are read with fluency, confidence, accurately and consistently.</p> <p>Is able to reverse the process of reading adventurous vocabulary and use these in writing</p>
Comprehension		<p>Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p> <p>Using dictionaries to check the meaning of words that they have read.</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p>	<p><b>To be able to complete these objectives independently with an unknown text</b></p> <p>All aspects of reading comprehension at the national standard are embedded</p> <p>Draws on contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings</p>

		<p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Identifying themes and conventions in a wide range of books.</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognise some different forms of poetry [for example, free verse, narrative poetry].</p>	<p>Increase 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 traditions.</p> <p>Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Making comparisons within and across books.</p> <p>Learning a wider range of poetry by heart.</p> <p>Prepare 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.</p>	<p>Comments on how language, including figurative language, is used to contribute to meaning</p> <p>Identifies key details that support main ideas, and uses them to summarise content drawn from more than one paragraph</p> <p>Expresses views formed through independent reading and books that are read to them, explaining and justifying personal opinions, and courteously challenging those of others</p> <p>Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Identifies themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a wide range of writing</p> <p>In non-fiction, retrieves records and presents information to the reader in order to influence other people's views</p>
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