

## Year 6 reading

Key performance indicator	Performance standard
<p>Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met</p> <p>Increases 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>Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context</p> <p>Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Retrieves, records and presents information from non-fiction</p> <p>Participates in discussions about books that are read to the individual and those that can be read independently</p> <p>Provides reasoned justifications for their views about a book</p>	<p><b>With reference to the KPIs</b></p> <p>By the end of Y6, a child's reading should be fluent and effortless across all subjects, not just in English</p> <p>A child can:</p> <ul style="list-style-type: none"> <li>• discuss the purpose(s) of the language that is read and understand why sentences are constructed as they are;</li> <li>• focus on all the letters in a word so they do not, for example, read 'invitation' for 'imitation' simply because they may be more familiar with the first word;</li> <li>• accurately read individual words, which might be key to the meaning of a sentence or paragraph, to improve age appropriate comprehension;</li> <li>• read independently, including books they would not choose to read;</li> <li>• compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text; and</li> <li>• reflect on feedback regarding the quality of their explanations and contributions to discussions.</li> </ul> <p>A child understands the majority of terms needed for discussing what they hear and read such as metaphor, simile, analogy, imagery, style and effect.</p> <p>A child applies the skills of information retrieval eg in reading history, geography and science textbooks, and in contexts where they are genuinely motivated to find out information, such as reading information leaflets before a gallery or museum visit or reading a theatre programme or review</p>