

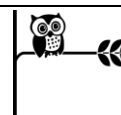
# Reading Targets

Pupil's Name: \_\_\_\_\_

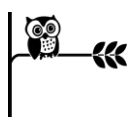
## Year 6 Expected

TARGETS	SECURE
<b>Word Reading</b>	
<b>I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</b>	
I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.	
I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.	
<b>I can read fluently, using punctuation to inform meaning.</b>	
<b>I can read aloud with intonation that shows understanding.</b>	
<b>Comprehension</b>	
<b>I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each and predict what might happen next.</b>	
I can recognise texts that contain features from more than one text type.	
I can evaluate how effectively texts are structured and presented.	
<b>I can read non-fiction texts to help with my learning.</b>	
I can recommend books to others and give reasons for my recommendation.	
<b>I can identify and discuss the themes and conventions in different text types.</b>	
I can identify the key points in a text.	
I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.	

<b>I can identify and comment on the writer's choice of vocabulary, giving examples and explanation.</b>	
<b>I can identify and explain how writers use grammatical features for effect; for example, the use of short sentences to build tension.</b>	
<b>I can show awareness of the writer's craft by commenting on use of language, grammatical features and structure of texts.</b>	
<b>I can explain and discuss my understanding of what I have read, drawing on inferences and justifying these with evidence.</b>	
I can raise queries about texts.	
I can make connections between other similar texts, prior knowledge and experience and explain the links.	
<b>I can compare different versions of texts and explain the differences and similarities.</b>	
I can build on others' ideas and opinions about a text in discussion.	
<b>I can summarise key information from different parts of a text.</b>	
I can recognise the writer's point of view and discuss it.	
I can present a counter-argument in response to others' points of view.	



<b>I can provide reasoned justifications for my views.</b>	
I can refer to the text to support opinion.	
I can distinguish between statements of fact and opinion.	
I can find information using skimming to establish the main idea.	
I can use scanning to find specific information.	
<b>I can text mark to make research efficient and fast and retrieve relevant information.</b>	



# Reading Targets

Pupil's Name: \_\_\_\_\_

## Year 6 Greater Depth

TARGETS	SECURE
I can explain the main purpose of a text and summarise it succinctly.	
I can draw inferences from subtle clues across a complete text.	
I can evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes.	
I can identify how writers manipulate grammatical features for effect and make specific vocabulary choices.	
I can give a personal response to a range of literature and non-fiction texts, stating preferences and justifying them.	
I can explain how and why a text has impact on a reader.	
I can identify how characters change during the events of a longer novel.	
I can compare and contrast characters, themes and structure in texts by the same and different writers.	
I can explain the author's viewpoint in a text and present an alternative point of view.	
I can explain an opinion, referring to the text to justify it; ( <i>Point, evidence, explanation</i> ).	
I can present a counter-argument in response to others' points of view using evidence from the text and explanation ( <i>Point, evidence, explanation</i> )	
I can use a combination of skimming, scanning and text marking to find and collate information.	

