



YEAR 6 READING EXPECTATIONS

Before students leave Year 6 they should be able to read and discuss books which are structured in different ways and written for a range of purposes- fiction, poetry, plays, non-fiction, reference books and textbooks. They should increase their familiarity with a wider range of books, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. They should participate in discussions about books that are read to them and those they can read themselves, building on their own and others' ideas and challenging views in a courteous manner. They should learn, prepare and perform poems and plays aloud, showing a clear understanding through intonation, tone, and volume. Their reading should be sufficiently fluent and effortless enough for them to manage the general demands of the curriculum in Year 7, across all subjects, enabling them to learn the necessary subject-specific vocabulary.

YEAR 6 CHILDREN ARE EXPECTED TO

- apply their knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet
- recommend books that they have read to their peers, giving reasons for their choices
- identify and discuss themes (such as loss or heroism) and conventions (such as the use of first person in diary entries) in and across a wide range of writing
- make comparisons within and across books
- check that the book makes sense to them; asking questions, discussing their understanding, asking and exploring the meaning of new words in context.
- draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence
- 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
- identify how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language and consider the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non fiction texts
- provide reasoned justification for their views

CONTENT DOMAIN COVERAGE

In KS2 English Reading Assessments, your child's understanding of reading is tested through different strands, known as 'content domains'. The content domains and examples of questions asked can be found below:

Content Domain 2a: Give/explain the meaning of words in context.

What does this word/phrase/sentence tell you about the character/mood/setting? What effect did the author intend to create? How has the author made you/the character feel? Explain using evidence from the text.

Content Domain 2b: Retrieval - Retrieve and record information / identify key details from fiction and non-fiction

Through whose eyes is the story told? Which part of the story best describes...? What evidence from the text do you have to justify your opinion?

Content Domain 2c: Summarise main ideas from more than one paragraph.

Explain the main point in this section of the text? Which is the most important point in this paragraph? Is it mentioned anywhere else?

Content Domain 2d: Make inferences from the text / explain and justify these with evidence from the text.

What do these words mean? Explain why the author might have chosen them. Which words give you the impression that...?

Content Domain 2e: Predict what might happen from details stated and implied.

Can you think of another story with a similar theme? Why did the author choose this setting? How does the setting influence how the story develops? How is this character like someone you know in real life? Would they act in the same way?

Content Domain 2f/h: Identify/explain how information/narrative content is related and contributes to meaning as a whole. Make comparisons within the text.

What are the clues that this character is liked/disliked/envied/feared/loved/hated? How could this part of the text be improved?

Content Domain 2g: Identify/explain how meaning is enhanced through choice of words and phrases

By writing in this way, what effect has the author created? Has the author been successful in their purpose/use of language? What makes you think that?

HOW TO HELP YOUR CHILD AT HOME

- READ EVERY NIGHT FOR UP TO TWENTY MINUTES.
- LISTEN TO YOUR CHILD READ. THIS HELPS TO DEVELOP THEIR FLUENCY.
- READ TO YOUR CHILD- THIS WILL HELP THEM TO:
 - UNDERSTAND HOW TO USE EXPRESSION TO BRING STORIES TO LIFE.
 - DEVELOP THEIR OWN VOICE AS A READER.
- AFTER LISTENING TO THEM, OR READING TO THEM, ASK SOME OF THE QUESTIONS. THE DISCUSSION YOU HAVE WILL BE VERY VALUABLE FOR THEIR READING DEVELOPMENT.
- TALK ABOUT THE MEANINGS OF NEW WORDS.
- READ THE SAME TEXT AGAIN AND AGAIN IF YOU HAVE TO!
- SIGN THEIR READING DIARY DAILY.

FOR HELPFUL HINTS,
ACTIVITIES & RECOMMENDED
BOOKS PLEASE VISIT:
[HTTPS://WORDSFORLIFE.ORG.
UK/](https://wordsforlife.org.uk/)
[HTTPS://WWW.BOOKSFORTO
PICS.COM/](https://www.booksfortopics.com/)

OR CONTACT YOUR CLASS
TEACHER