

		Children's Names		
Decode		-	=	+
A	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to read aloud new words, including -cious, -tious, - tial, -cial; chef, chalet, machine, brochure – French in origin			
B	Read with fluency and stamina			
C	Evaluate texts quickly in order to determine their usefulness or appeal			
D	Show understanding through intonation, tone and volume so that meaning is clear to an audience when performing poems and playscripts			
E	Use punctuation, structure and speech punctuation to determine intonation and expression when reading aloud to a range of audiences.			
F	Perform their own compositions, using appropriate intonation, volume, & movement so that meaning is clear (Yr 5/6 National Curriculum writing)			
Explain		-	=	+
G	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words			
H	Check the text makes sense to them by discussing their understanding and exploring the meaning of words in context (Strand 2a)			
I	Ask questions to improve their understanding of a text			
J	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously			
K	Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary			
L	Provide reasoned justifications for their views			
M	Identify a range of descriptive devices including figurative language, e.g. personification			
Retrieve		-	=	+
N	Demonstrate increasing familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction from our literary heritage, and books from other cultures and traditions			
O	Retrieve, record and present information from non-fiction (Strand 2b)			
P	Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation and reference to the text using own words			
Q	Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas (Strand 2c)			
R	Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources			

	Interpret	-	=	+
S	Predict what might happen from details stated and implied <i>(Strand 2e)</i> and provide justifications from the text			
T	Distinguish between statements of fact and opinion and recognise them in the language used by authors to influence readers			
U	Draw inferences such as inferring characters' feelings, thoughts & motives from their actions, and justifying inferences with evidence <i>(Strand 2d)</i>			
V	Compare the behaviour and feelings of different characters in a text and how their interactions impact upon one another			
W	Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation)			
X	Begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative			
Y	Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback			
	Choice	-	=	+
Z	Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and references books or textbooks			
A A	Identify how language, structure, and presentation contribute to meaning <i>(Strand 2f)</i>			
B B	Read books that are structured in different ways and read for a range of purposes			
C C	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader <i>(Strand 2g)</i>			
D D	Identify and comment on genre-specific language features used e.g. shades of meaning between similar words			
E E	Evaluate how successfully the organisation of a text supports the writer's purpose			
F F	Evaluate how authors use language, including figurative language, considering the impact on the reader			
G G	Compare and discuss accounts of the same event through different character viewpoints			
H H	Explore a similar theme or topic written in a different genre			
I I	Recommend books and authors that they have read, giving reasons for their choices to enable them to make links between authors and suggest similar texts			
J J	Make comparisons within and across books <i>(Strand 2h)</i>			



Westwood & Grove Primary Schools
Reading Assessment - Year 6



K	Recognise texts that contain features from more than one genre, or demonstrate shifts in formality			
K				
L	Explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text that exemplify this			
L				