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Reading Expectations in Year 6



*A quick guide to reading at
school and home.*

Expectations for Reading in Year 6

By the end of Year 6, children will be assessed as working towards, meeting or securing their age related expectations.

Guided Reading in Year 6:

Children take part in Guided Reading sessions four times per week.

Adults will hear children read at least once a week, either 1:1 or within lessons.

Reading at home

It is expected that children read daily at home, for at least 20 minutes. Children may read to themselves or aloud to an adult or older sibling. The questions on the final page might support you when hearing your child read.

Children's Reading Records are to be completed each time they read, either by the child if they have read independently, or by the adult or sibling they have read to. Children can read their school book, a book with suitable challenge that they want to read for pleasure, or a book assigned by the teacher through Bug Club.

Reading of newspapers, comics, magazines, non-fiction texts on subjects of interest to the child, etc. will always be encouraged and may also be recorded in the Reading Record. Sometimes specific homework may be set that requires children to read something in particular, with a follow up task.

Year 6 Word Reading Meeting Expectations

Children are expected to be able to apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words. They should apply knowledge of prefixes and suffixes.

Children should use combined knowledge of phonemes and word derivations to attempt pronunciation of unfamiliar words, drawing on prior knowledge of similar looking words. They are expected to be able to read fluently, using punctuation to inform meaning.

Year 6 Reading Comprehension Meeting Expectations

Children should read and become familiar with a wide range of books. They should consider and evaluate how effectively texts are structured and laid out. Children should recommend books that they have read to their peers, giving reasons for their choices. They should express a personal point of view about a text, giving reasons

linked to evidence and raising queries.

Children are expected to learn a range of poetry by heart. They should prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. They can identify and comment on writer's choice of vocabulary and grammatical features, giving examples and explanation.

Children should make connections between other similar texts, prior knowledge and experience and explain these links. They are expected to be able to compare different versions of texts and explain the differences and similarities. Children will build on others' ideas and opinions about a text in discussion and explain and comment on explicit and implicit points of view. Children should be able to recognise the writer's point of view and discuss this, presenting a personal point of view based on what has been read.

Children should read non-fiction texts to support other curriculum areas, summarising key information and distinguishing between statements of fact and opinion. They should find information using skimming and text marking to make research efficient and fast.

Year 6 Reading Securing Expectations

Children are able to explain the main purpose of a text and summarise it succinctly. They can draw inferences from subtle clues across a complete text and recognise the impact of the social, historical and cultural themes in a text.

Children will be able to compare, contrast and evaluate the styles of different writers with evidence and explanation. They will identify and evaluate the impact of the grammatical features/techniques and specific vocabulary choices used to create mood and atmosphere. They will give a personal response to a range of literature and non-fiction texts, stating preferences and justifying them.

Children should be able to explain an opinion, referring to the text to justify it; Point, Evidence and Explanation (PEE). They should be able to present a counter-argument in response to others' points of view. Children can explain the author's viewpoint in a text and present an alternative point of view.

Recall Questions

- Where does the story take place?
- When did the story take place?
- What did s/he/it look like?
- Who was s/he/it?
- Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find...?

Analytical Questions

- What makes you think that?
- What words give you that impression?
- How do you feel about...?
- Can you explain why ...?
- I wonder what the writer intended?
- I wonder why the writer decided to...?
- What do these words mean and why do you think the author chose them?
- Has the author used adjectives to make this character funny?
- Why did the author choose this setting?

Questions requiring synthesis

- What is your opinion? What evidence do you have to support your view?
- Using all the evidence available, can you tell me what you feel about...?
- Given what you know about ... what do you think?
- How would the views put across in this text affect your views on...?
- What would this character think about...? (Possibly a present day issue)

Simple comprehension questions

- What do you think is happening here?
- What happened in the story?
- What might this mean?
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What words and/or phrases do this?
- What part of the story do you like best?

Application Questions

- Can you think of another story which has a similar theme; eg. good over evil; weak over strong; wise over foolish?
- Do you know of another story which deals with the same issues; eg. social; moral; cultural?
- Which other author handles time in this way; eg. flashbacks; dreams?
- Which stories have openings like this?

Evaluation questions

- What makes this a successful story?
- What opinion do you have to justify your opinion?
- Does it work?
- Could it be better? How?
- Is it as good as...?
- How is it similar to...?
- How is it different to...?
- Is it as good as...?
- Which is better and why?