

# Year 6 Reading Fundamentals

## Decoding

I can cope with different features of language such as abbreviations, colloquialisms, dialect and specialist vocabulary.  
I can verbalise adverbial phrases as signposts to indicate a change in tone.  
I can read age-appropriate books with confidence and fluency (including whole novels) (150 words per minute).  
I can read aloud with intonation that shows understanding.  
I can work out the meaning of words from the context

## Comprehension

I can distinguish between statements of fact and opinion.  
I can retrieve information from non-fiction.  
I can summarise main ideas, identifying key details and use evidence from the text and I can pick out and sequence main points from within paragraph text or whole texts.  
I can identify question types and then locate the relevant part of the text.  
I can annotate texts in order to further my understanding.

## Language Features & Effect

I can identify how language, structure and presentation contribute to meaning.  
I can comment on and explain the writer's use of language features.  
I know how style and vocabulary are linked to the purpose of the text.  
I can evaluate how authors use language, including figurative language, considering the impact on the reader. How does this title engage the reader?  
I can identify the main purpose of a text and give examples from the text.

## Inference

I can identify the writer's viewpoint and explain how I know.  
I can identify and evaluate techniques the author has used to create mood, feelings, messages and attitudes.  
I can use PEE (Point, Evidence, Explain) to support predictions and inferences.  
I can use detailed knowledge of text types to make reasoned predictions and opinions.  
I can explain and discuss my understanding of what I have read, drawing inferences and justifying these with evidence.  
I can make plausible predictions that are linked to the main events or characters.

## Opinions

I can show a confident awareness of the effect of the text, with explanation that maybe linked to own experiences.  
I can identify and discuss themes and conventions in and across a wide range of writing.  
I can comment critically on the overall impact of poetry or prose, with reference to the text.  
I can ask questions to improve my understanding of a text.  
I can form an opinion about texts and use evidence to support it.

## Building Background

Through formal presentations and debates, I can explain and discuss my understanding of a text.  
I can confidently perform plays and poems using actions and expression.  
I can confidently recite a wide range of poetry by heart.  
I am beginning to evaluate texts by comparing how different sources treat the same information.  
I can identify themes across a range of texts (social, cultural and historical).  
I can recommend books to others and give reasons for my choice.  
I understand that texts reflect the time and culture in which they were written.  
I can identify different character types across a range of texts.  
I can compare and contrast within and across texts.