

Year 6	Step 19	Step 20
<p>- recommending books that they have read to their peers, giving reasons for their choices.</p> <p>- explain and discuss their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic and using notes where necessary</p>		
Word reading	<p>- I know how to read most unfamiliar words and can predict the meaning of related words using my knowledge. (e.g. words with the prefix circum meaning around).</p>	<p>- I can read almost all words accurately.</p> <p>- I use my knowledge of word history and the link between words to suggest meaning.</p>
<p>Range of Texts Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes. - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. - making comparisons within and across books. - learning a wider range of poetry by heart. - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. 		
Comprehension	<ul style="list-style-type: none"> - I can clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts. - I can talk confidently about the purpose of the text and the specific intentions of the author, using examples from the text. - I can ask questions to confirm what I already know. - I can use my skills of skimming, scanning, text marking and knowledge of the genre to identify the main points. - I can compare and contrast the styles of different writers and provide examples. - I am able to link them with my own ideas to support what I say. 	<ul style="list-style-type: none"> - I can discuss the purpose, audience and organisation of different fiction/non-fiction texts. - I can use the way text types are organised to help me sustain understanding over longer texts. - I can ask and respond to questions about a text to demonstrate my understanding. - I can use my skills of skimming, scanning, text marking and knowledge of genre to identify and record the key features/information. - I can compare, contrast and explore the styles of writers and poets, finding examples in the text. - I use their knowledge to support my own ideas.
Themes and Conventions	<ul style="list-style-type: none"> - I can identify the ways in which one paragraph is linked to the next. - I can take part in discussions, taking account of what others say and comment on their ideas. 	<ul style="list-style-type: none"> - I can comment on and compare the language choices the author has used over a range of non-fiction texts. - I am able to analyse what others' say to support my own ideas linked to a text.
Language for Effect	<ul style="list-style-type: none"> - I can identify how the author has created messages, moods, feelings and attitudes through vocabulary choices. 	<ul style="list-style-type: none"> - I can clearly identify the effect the writing has on a reader, and begin to explain how this impact has been created.
Making Inferences	<ul style="list-style-type: none"> - I understand the motives of characters; I can explain their personality, with evidence from the text, to justify this. - I can refer to the text to support my predictions and provide examples. 	<ul style="list-style-type: none"> - I understand why characters feel and act the way they do. I can refer to their personality, using examples to justify their motives. - I understand how the author uses hidden messages to imply what might happen.

Year 6	Step 20	Step 21
<p>- recommending books that they have read to their peers, giving reasons for their choices.</p> <p>- explain and discuss their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic and using notes where necessary</p>		
Word reading	<ul style="list-style-type: none"> - I can read almost all words accurately. - I use my knowledge of word history and the link between words to suggest meaning. 	<ul style="list-style-type: none"> - I am able to read accurately all words (including those containing suffixes and prefixes) and can predict the meaning, using my knowledge of the history of words and the relationship between them.
<p>Range of Texts Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes. - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. - making comparisons within and across books. - learning a wider range of poetry by heart. - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. 		
Comprehension	<ul style="list-style-type: none"> - I can discuss the purpose, audience and organisation of different fiction/non-fiction texts. - I can use the way text types are organised to help me sustain understanding over longer texts. - I can ask and respond to questions about a text to demonstrate my understanding. - I can use my skills of skimming, scanning, text marking and knowledge of genre to identify and record the key features/information. - I can compare, contrast and explore the styles of writers and poets, finding examples in the text. - I use their knowledge to support my own ideas. 	<ul style="list-style-type: none"> - I can discuss the purpose, audience and organisation of different fiction/non-fiction texts, evaluating their success. - I can apply my knowledge of word reading skills to a range of different contexts to support my understanding of a text. - I can ask and respond to questions to demonstrate a secure understanding. - I can collect and organise key ideas from a range of sources and present this to others. - I can describe and evaluate the styles of different writers, finding examples and justifying my interpretations - I am able to state why I believe they have valid points and use the text to clarify.
Themes and Conventions	<ul style="list-style-type: none"> - I can comment on and compare the language choices the author has used over a range of non-fiction texts. - I am able to analyse what others' say to support my own ideas linked to a text. 	<ul style="list-style-type: none"> - I can explore how the way in which a text is organised, language features and choice of specific vocabulary supports the writers theme and purpose, providing examples. - I can analyse and critically analyse others ideas courteously.
Language for Effect	<ul style="list-style-type: none"> - I can clearly identify the effect the writing has on a reader, and begin to explain how this impact has been created. 	<ul style="list-style-type: none"> - I can analyse, compare and contrast how different authors use literal and figurative techniques to create imagery.
Making Inferences	<ul style="list-style-type: none"> - I understand why characters feel and act the way they do. I can refer to their personality, using examples to justify their motives. - I understand how the author uses hidden messages to imply what might happen. 	<ul style="list-style-type: none"> - I can predict how a character will react to situations, based on my understanding of their personality and previous actions. - I can use hidden messages and action from the text to make a sound prediction; I use evidence from the text to support this

