

**Bishop's Primary Academy School Reading Progression Framework
Year 6**

Year 6	Word Reading	Comprehension
Ongoing, in school provision and approaches	<ul style="list-style-type: none"> ❖ <i>Read aloud books closely matched to their improving phonic and decoding knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</i> 	<ul style="list-style-type: none"> • Maintain positive attitudes to reading and understanding of what they read by: <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 ○ Recommending books that they have read to their peers, giving reasons for their choices ○ 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 • 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 • 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 • Provide reasoned justifications for their views
Phase 1	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word ❖ <i>Read and understand the different meanings of homophones linked to word class/function e.g. affect verb/ effect noun, guessed verb/ guest noun, passed verb/ past noun</i> ❖ <i>Read and identify synonym and antonym word families</i> ❖ <i>Identify that -ough can be pronounced 7 different ways and select the correct pronunciation for the word read</i> 	<ul style="list-style-type: none"> • Maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ○ Identifying and discussing themes and conventions in and across a wide range of writing <ul style="list-style-type: none"> ▪ Identify and discuss themes and conventions, e.g. isolation or flashback in narrative, across a wide range of age-appropriate texts, explaining the theme in the context of the writing ○ Making comparisons within and across books <ul style="list-style-type: none"> ▪ Accurately compare information, characters or events within and between age-appropriate texts and between versions of the same text, giving examples from the text to support opinions • Understand what they read by: <ul style="list-style-type: none"> ○ Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context <ul style="list-style-type: none"> ▪ Use contextual and genre knowledge to determine alternate meanings of known words ▪ Use language, structural and presentational features to support understanding of age-appropriate texts ○ Asking questions to improve their understanding ○ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <ul style="list-style-type: none"> ▪ Infer meaning drawing upon evidence from across the text and wider experiences ○ Predicting what might happen from details stated and implied <ul style="list-style-type: none"> ▪ Make predictions and express opinions, justifying these with reference to the text ○ Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas <ul style="list-style-type: none"> ▪ Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen ▪ Summarise main ideas in a series of sentences from more than one place within an age-appropriate text using own words and key vocabulary from the text ○ Identifying how language, structure and presentation contribute to meaning <ul style="list-style-type: none"> ▪ Identify and comment on genre-specific language features used in age-appropriate texts, e.g. shades of meaning between similar words ▪ Discuss how the organisation of a text supports its purpose, e.g. persuading, explaining, informing etc. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader <ul style="list-style-type: none"> ▪ Identify and explain the author's point of view with reference to the text ▪ Understand and begin to use technical terms to discuss language effects, , e.g. symbol, imagery, analogy • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction
Phase 2	<ul style="list-style-type: none"> ❖ <i>Read all words from compulsory Year 5/6 spelling list, including those with unusual GPC e.g. bruise, determined, embarrass</i> ❖ <i>Read and identify formal equivalents e.g. find out - discover, ask for - request, go in - enter</i> ❖ <i>Learn both a word's meaning(s) and its correct pronunciation when reading new vocabulary</i> ❖ <i>Understand silent letters linked to etymology - used for pronounced.</i> ❖ <i>Read and identify suffixes: ant/ance/ence for making nouns and ent for making adjectives</i> ❖ <i>Focus on all letters in an unfamiliar word so that they do not, for example, read 'invitation' for 'imitation'</i> 	<ul style="list-style-type: none"> • Maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ▪ Recognise texts that contain features from more than one genre, e.g. a persuasive playscript or description of setting in a biography • Understand what they read by: <ul style="list-style-type: none"> ▪ Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation) ▪ Begin to see how inferences draw on: <ul style="list-style-type: none"> a) The connotations of words b) Their use in context <p>and that they can be cumulative, as clues are picked up through a text, e.g. action and dialogue (as well as descriptive language) enable inferences to be developed</p> <ul style="list-style-type: none"> ▪ Identify and comment on the presentational and organisational choices the author has made ▪ Evaluate how successfully the organization of a text supports the writer's purpose ▪ Draw upon and integrate information from a range of presentational devices when building meaning from reading ▪ Compare and discuss accounts of the same: <ul style="list-style-type: none"> a) Event b) Characters c) Settings d) Viewpoints <p>in texts, exploring a similar theme or topic, or written in a similar genre</p>
Phase 3	<ul style="list-style-type: none"> ❖ <i>Read individual words accurately, which might be key to the meaning of a sentence or paragraph, to improve comprehension.</i> 	<ul style="list-style-type: none"> • Maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ▪ Understand how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text which exemplify this • Understand what they read by: <ul style="list-style-type: none"> ▪ Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources