

For Skills to be awarded they should be completely embedded and demonstrated in a range of contexts and learning experiences.



**Year 6 Reading Checklist**

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Autumn Skills	Achieved	Spring Skills	Achieved	Summer Skills	Achieved
<b>Word Reading</b>		<b>Word Reading</b>		<b>Word Reading</b>	
I can cope with different features of language such as abbreviations, colloquialisms, dialect and specialist vocabulary		I can, in longer texts, maintain my understanding by applying my knowledge of pronouns within sentences and between paragraphs		<b>I can use my knowledge of word roots, derivations and spelling patterns to read unknown words</b>	
I can use conjunctions as signposts to change my tone when reading aloud		I automatically read differently for different purposes		<b>I can use intonation, tone and volume to make meaning clear when reading aloud/performing plays, poems and prose to an audience</b>	
<b>Comprehension – Information Finders</b>		<b>Comprehension – Information Finders</b>		<b>Comprehension – Information Finders</b>	
I can evaluate a text, referring to relevant passages to support my opinion		I can use the skills of skimming, scanning and text marking to identify the gist		I can collect and organise information from a range of sources	
<b>Comprehension – Text Detectives</b>		<b>I can explain and discuss my understanding of what I have read</b>		<b>Comprehension – Text Detectives</b>	
I always refer to the text when explaining viewpoints and reasons		<b>Comprehension – Text Detectives</b>		I can refer to the text to support my predictions and opinions and extend my responses to include an explanation (point + evidence + explanation)	
<b>I can predict what might happen from what is stated and what is implied</b>		<b>I can draw inferences about characters’ feeling, thoughts and motives from their actions, justifying inferences with evidence</b>		<b>I can provide reasoned justification for my views</b>	
I can compare and contrast points of view which are hinted at with those that are openly stated		I can consider the wider implications of information, events or ideas in the text so that I can explain how small details contribute to the overall meaning		I can make comments securely based in textual evidence and which identify layers of meaning, with some attempt to explore these meanings in detail	
<b>Comprehension – Text Builders</b>		<b>Comprehension – Text Builders</b>		<b>Comprehension – Text Builders</b>	
I can comment on the structural choices the author has made to organise the text		I can confidently use the appropriate terminology when discussing any text, whether fiction or non-fiction		<b>I can identify how the author has used language, structure and presentation to contribute to meaning</b>	
<b>Comprehension – Language Thinkers</b>		<b>Comprehension – Language Thinkers</b>		<b>Comprehension – Language Thinkers</b>	
I can compare and contrast the styles of individual writers and provide examples		I can analyse how the author has created different messages, moods, feelings and attitudes through vocabulary choices		<b>I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</b>	
<b>I can explore the meaning of words in context</b>		I can sometimes draw together comments on how the writer’s language choices contribute to the overall effect on the reader		I can recognise irony and how it affects the text	
<b>Comprehension – Becoming a Writer</b>		<b>Comprehension – Becoming a Writer</b>		<b>Comprehension – Becoming a Writer</b>	
I can clearly identify the viewpoint in a text and provide a simple explanation		<b>I can evaluate the effect of a text and offer some explanation</b>		I can clearly identify a writer’s viewpoint, and my explanation of it is developed through close reference to the text	
<b>Comprehension – Historians and Geographers</b>		<b>Comprehension – Historians and Geographers</b>		<b>Comprehension – Historians and Geographers</b>	
I can identify the key elements of a range of genres and evaluate their effects		<b>I can make comparisons within and across books</b>		<b>I can identify and discuss themes and conventions in and across a wide range of writing</b>	
<b>I can participate in discussions about books, building on my own and others’ ideas and challenging views courteously</b>		<b>I am familiar 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</b>		<b>I can compare and contrast key themes, characters and features across a range of texts at my level</b>	
		I can identify character types over a range of texts			