

## Year 6 READING TAF

### Working towards the expected standard

- I can read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues
- I can apply my growing knowledge of root words, prefixes and suffixes/word endings to read aloud. Including: -sion, -tion, -cial, -tial, -ant, -ance, -ancy, -ent, -ence, -ency, -able, -ably, -ible, -ibly
- I can read all year 3/4 exception words, discussing the unusual correspondences between spelling and sound, and where these occur in the word.
- I can begin to read further year 5/6 exception words.

#### *I can maintain a positive attitude to reading and understanding of what I have read by:*

- showing an awareness of audience when I read out loud using intonation, tone, volume and action
- recommending texts based on personal choice to my peers.
- reading a wide range of genres, identifying the characteristics of text types and differences between text types.

#### *I can understand what I have read by:*

- discussing vocabulary used by the author to create effect.
- identifying the main ideas drawn from more than one paragraph and summarising them.
- drawing inferences from characters' feelings, thoughts and motives.
- justifying predictions with evidence from the text.
- I can use knowledge of texts and organisational devices to retrieve, record and discuss information from fiction and non-fiction texts.
- I can evaluate the use of authors' language and explain how it has created an impact on the reader.

### Working at the expected standard

- I can read fluently with full knowledge of all year 5/6 exception words, root words, prefixes, suffixes/word endings and decode any unfamiliar words with increasing speed and skill, recognising their meaning through context clues.

#### *I can maintain a positive attitude to reading and understanding of what I have read by:*

- adapting intonation, tone and volume to suit the purpose and audience, when reading aloud.
- making comparisons within and across books.
- reading a wide range of genres with different structures and purposes for pleasure, identifying themes and conventions between text types.

#### *I can understand what I have read by:*

- explaining how language (including figurative language), structure and presentation can contribute to the meaning of a text.
- asking questions about a text.
- drawing inferences and inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.
- making predictions, based on details stated and implied, with evidence from the text.
- I can distinguish independently between statements of fact and opinion.
- I can retrieve, record and present information from texts to other readers in informal notes and formal presentations.
- I can participate in discussions about books which are read to me and those that I can read for myself.

# Year 6 READING TAF

## Working at greater depth

- I can read a wider range of challenging texts that are above my chronological age with fluency and understanding, decoding any unfamiliar words with speed and skills and recognising their meaning through contextual clues.

*I can maintain a positive attitude to reading and understanding what I have read by:*

- confidently performing texts using a wide range of devices to engage the audience and for effect.
- reading for pleasure, discussing, comparing and evaluating in depth a wide range of genres, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.

*I can understand what I have read by:*

- recognising themes in what I read.
- comparing characters, settings and themes within a text and across more than one text.
- considering different accounts of the same event and discussing viewpoints.
- analysing the use of language, including figurative language and how it is used for effect.
- discussing how characters change and develop through texts by drawing inferences based on indirect clues
- drawing out key information and summarising the main ideas in a text.
- I can distinguish independently between statements of fact and opinion, providing reasoned justifications for my views.
- I can participate in discussions about books that are read to me and those that I can read for myself, building on my own and others' ideas and challenging views courteously.