

Reading End of Year 6 Expectations

The programmes of study for reading at Key Stage Two continues to consist of two dimensions; word reading and comprehension (both when listening and reading)

By the end of year 6 children are expected to:

Year group	Word Reading	Composition
Years 5 and 6	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ▪ continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ▪ read books that are structured in different ways and reading for a range of purposes ▪ increase 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 ▪ recommend books that they have read to their peers, giving reasons for their choices ▪ identify and discuss themes and conventions in and across a wide range of writing ▪ make comparisons within and across books ▪ learn a wider range of poetry by heart ▪ prepare 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 ▪ understand what they read by: <ul style="list-style-type: none"> ▪ check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ▪ ask questions to improve their understanding ▪ draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence ▪ predict what might happen from details stated and implied ▪ summarise the main ideas drawn from more than one paragraph, identifying key details that support

		<p>the main ideas</p> <ul style="list-style-type: none">▪ identify how language, structure and presentation contribute to meaning▪ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader▪ distinguish between statements of fact and opinion▪ retrieve, record and present information from non-fiction▪ 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.
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