



## Widmer End CC School Progression of Skills in Reading

<b>Year 6</b>					
<b>Word Reading</b>					
Pupils can:					
<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet</li> <li>• Read most words effortlessly</li> <li>• Work out how to pronounce unfamiliar written words with increasing automaticity</li> <li>• Read aloud, with confidence, pace, fluency and expression, using punctuation and representing the author's intent</li> </ul>					
<b>RETRIEVE</b> Understand, summarise, retrieve and record information from texts, including non-fiction.	<b>INTERPRET</b> Deduce, infer or predict information, events or ideas from text, justifying using the text.	<b>CHOICE</b> Explain and comment on the writers' use of language, structure and presentation and the overall impact on the reader.	<b>VIEWPOINT</b> Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.	<b>PERFORM</b> Show understanding through intonation, tone, volume and action when performing poems and play-scripts.	<b>REVIEW</b> Discuss books read independently and as a group, justifying their views.
<b>Comprehension – Understanding reading</b> <ul style="list-style-type: none"> <li>• Identify and discuss themes and conventions in and across a wide range of texts</li> <li>• Make comparisons within and across books with some explanation</li> <li>• Consider different accounts of the same event –using inference and evidence from across the text</li> <li>• Clearly identify and discuss viewpoints within a text and across more than one text</li> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Evaluate how authors use language, including figurative language, considering the impact on the reader (metaphor, extended metaphor, analogy, imagery, style and effect)</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from across the text</li> <li>• Predict what might happen from details stated and implied</li> <li>• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (incorporates apt quotations or textual references)</li> <li>• Identify the conventions of different types of texts, such as the use of the first person in writing diaries and autobiographies</li> </ul>			<b>Non-Fiction</b> <ul style="list-style-type: none"> <li>• Retrieve, record, synthesise and present information from non-fiction</li> <li>• Use contents pages and indexes to locate information</li> <li>• Distinguish between statements of fact and opinion</li> <li>• Begin to develop an understanding of how the context in which texts were written can influence content and meaning e.g. war reports</li> </ul>		

## Reading Behaviour

Pupils can:

### Discuss, explain and evaluate

- 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
- Ask questions to improve their understanding
- Summarise and present a familiar story in their own words
- Discusses and evaluates how authors use language, including figurative language, using appropriate terminology (e.g. imagery, style, effect, analogy) to describe language use and its overall impact and effect for the reader)

### Range and Reading Habits

- Chooses to read for pleasure
- Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Read silently, and then discuss what they have read
- Read books that are structured in different ways and reading for a range of purposes
- Read 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
- Prepare poems and plays to read aloud and to perform (including by heart), showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- Recommend books that they have read to their peers, giving reasons for their choices

VIPERS - Suggested question stems for whole class reading					
Vocabulary	Inference	Prediction	Explain	Retrieve	Sequence
<ul style="list-style-type: none"> <li>• What do the words ...</li> <li>• And ...suggest about the character, setting and mood?</li> <li>• Which word tells you that ...?</li> <li>• Which keyword tells you about the character / setting / mood?</li> <li>• Find one word in the text which means....</li> <li>• Find and highlight the word that is closest in meaning to .....</li> <li>• Find a word or phrase which shows/suggests that ....</li> </ul>	<ul style="list-style-type: none"> <li>• Find and copy a group of words which show that...</li> <li>• How do these words make the reader feel? How does this paragraph suggest this?</li> <li>• How do the descriptions of ... show that they are ..... ?</li> <li>• How can you tell that ...?</li> <li>• What impression of ..... do you get from these paragraphs?</li> <li>• What voice might these characters use?</li> <li>• What was ... thinking when ... ?</li> <li>• Who is telling the story?</li> </ul>	<ul style="list-style-type: none"> <li>• From the cover what do you think this text is going to be about?</li> <li>• What is happening now? What happened before this? What will happen after?</li> <li>• What does this paragraph suggest will happen next? What makes you think this?</li> <li>• Do you think the choice of setting will influence how the plot develops?</li> <li>• Do you think ... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Why is the text arranged in this way?</li> <li>• What structures has the author used?</li> <li>• What is the purpose of this text feature?</li> <li>• Is the use of ..... effective?</li> <li>• The mood of the character changes throughout the text. Find and copy the phrases which show this.</li> <li>• What is the author's point of view?</li> <li>• What effect does ..... have on the audience?</li> <li>• How does the author engage the reader here?</li> <li>• Which words and phrases are used effectively?</li> <li>• Which section was the most interesting / exciting part?</li> <li>• How are these sections linked?</li> </ul>	<ul style="list-style-type: none"> <li>• How would you describe this story/text? What genre is it? How do you know?</li> <li>• How did...? How often...? Who had...? Who is...? Who did...?</li> <li>• What happened to ... ?</li> <li>• What does.... do?</li> <li>• How is .....?</li> <li>• What can you learn about ... from this section?</li> <li>• Give one example of .....</li> <li>• The story is told from whose perspective?</li> </ul>	<ul style="list-style-type: none"> <li>• Can you number these events 1-5 in the order that they happened?</li> <li>• What happened after .....? What was the first thing that happened in the story?</li> <li>• Can you summarise in a sentence the opening / middle / end of the story?</li> <li>• In what order do these events come in the chapter?</li> </ul>