



Year 6

Area	Objective (Linked to Target Tracker)	Small Steps (Developmental Continuum of Reading Skills and Behaviours)
Word Reading	Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 6 spelling.	<ul style="list-style-type: none"> - Understand that there will be unfamiliar words in texts read. - Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. - Apply knowledge of root words, prefixes and suffixes to read aloud. - Use root words to assist in the understanding of unfamiliar words. - Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in a word. - Use dictionaries to check or find the meaning of unfamiliar words.

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Comprehension	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	<ul style="list-style-type: none"> - Identify the characteristics of a writer's style. - Explain the characteristics of a writer's style, using evidence. - Know that the word and language choices support the writer's purpose. - Explain how the word and language choices support the writer's purpose, using evidence. - Record examples of vocabulary and language from reading to use in own writing. - Use meaning-seeking strategies to explore the meaning of vocabulary in context. - Use meaning-seeking strategies to explore the meaning of idiomatic and figurative language. - Identify techniques used to create feelings, atmosphere, mood or messages. - Explain how the techniques used to create feelings, atmosphere, mood or messages. - Know that the techniques and structures used support the writer's purpose. - Explain how the techniques and structures used support the writer's purpose, using evidence. - Record examples of techniques and structures from reading to use in own writing. - Comment on the effectiveness of the writer's use of language structures and techniques. - Comment on how the writer's intent affects the reader. - Use point, evidence and explanation to respond to questions about texts.
	Explain and discuss his/her understanding of what he/she has read, including through formal	<ul style="list-style-type: none"> - Understand that a narrative can be told from different points of view – narrator, character.



	<p>presentations and debates, maintaining a focus on the topic and using notes where necessary.</p>	<ul style="list-style-type: none"> - Identify the point of view in a narrative. - Explore how events are viewed from another perspective. - Know that points of view can also be implied. - Identify implied points of view. - Explain implied points of view, using evidence. - Understand that the writer may have a viewpoint. - Identify the writer’s viewpoint. For example, how different characters are presented. - Explain the writer’s viewpoint with evidence from the text. - Explain the effect of the writer’s viewpoint on the reader.
	<p>Provide reasoned justifications for his/her views.</p>	<ul style="list-style-type: none"> - Give a personal point of view about a text. - Explain the reasons for a viewpoint, using evidence from the text.
	<p>Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others’ ideas and challenging views courteously and with clear reasoning.</p>	<ul style="list-style-type: none"> - Listen to others’ ideas and opinions about a text. - Build on others’ ideas and opinions about a text in discussion. - Question others’ ideas about a text.
	<p>Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates in pairs, groups and the whole class, maintaining a focus on the topic and using notes where necessary.</p>	<ul style="list-style-type: none"> - Identify key information from a text. - Summarise key information in sentences. - Find key information from different parts of the text. - Summarise key information from different parts of the text. - Present an oral overview or summary of a text.
	<p>Perform his/her own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear.</p>	<p>Write for a range of purposes and audiences</p> <ul style="list-style-type: none"> - Understand the meaning of intonation and volume - Perform to an audience applying prior learning - Apply movement to enhance meaning
	<p>Understand what he/she reads by:</p>	
	<p>summarising the main ideas drawn from more than one paragraph, and identifying key details that support the main ideas.</p>	<ul style="list-style-type: none"> - Retrieve, record and present information from non-fiction. - Find identified key information in longer and more complex texts. - Collate key information and evaluate its relevance.
	<p>identifying how language, structure and presentation contribute to meaning.</p>	<ul style="list-style-type: none"> - Know that a text may need to be read slowly or re-read to deepen understanding. - Know that texts have different layers of meaning – between the lines and beyond the lines. - Find the different layers of meaning in a text.



		<ul style="list-style-type: none"> - Explain how they contribute to the reader’s understanding of the overall meaning, characters and themes.
	asking specific reasoned questions to improve his/her understanding.	<ul style="list-style-type: none"> - Ask questions to improve and deepen understanding. - Re-read to check that text is meaningful.
	Maintain positive attitudes to reading and understanding of what he/she reads by:	
	reading books that are structured in different ways and reading for a range of purposes.	<ul style="list-style-type: none"> - Know that non-fiction texts may include a creative, fictional element. - Evaluate the usefulness of a non-fiction book to research questions raised. - Understand that non-fiction texts may resent the same information with different view points. - Evaluate the usefulness of different non-fiction texts by comparing how different writer’s present the same information. - Explain how the choices a writer has made about the structure of a text support its purpose. - Know that style and vocabulary are linked to the purpose of the text. - Explain how the style and vocabulary are linked to the purpose of the text, using evidence. - Make predictions from evidence found and implied information. - Make predictions using knowledge of the conventions of different genres and text types. - Summarise the main ideas drawn from a text. - Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. - Explain how the context of a text reflects the reaction of the audience it was written for.
	increasing his/her familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions.	<ul style="list-style-type: none"> - Be familiar with a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts. - Know that texts can have elements of more than one text type. - Identify the elements included in a text type.
	identifying and discussing themes and conventions in and across a wide range of writing.	<ul style="list-style-type: none"> - Identify themes in books which have different cultural, social or historical contexts. - Compare and contrast themes in a range of books. - Explain how there are common themes in different books, using evidence from reading.
	making comparisons within and across books.	<ul style="list-style-type: none"> - Make connections between texts which may not initially seem similar.



		<ul style="list-style-type: none"> - Explain why there are connections, using evidence. - Explain the similarities and difference between different versions of texts.
	learning a wider range of poetry by heart.	<ul style="list-style-type: none"> - Explain why they enjoyed a book or poem and who might also enjoy it.
	Understand the difference between fact and opinion	<ul style="list-style-type: none"> - Find examples of fact and opinion in texts. - Explain why one is fact and another is opinion.

Area	Objective
Library objectives	<ul style="list-style-type: none"> - To investigate classic and modern significant authors; - To use library skills and information retrieval skills to produce a piece of work; - To use a range of strategies to select book.; - To use the codebreaker independently to find books; - To recommend books to others; - To use keywords to find information in the codebreaker.