

Y6 STATEMENTS		Child name	Child name	Child name	Child name	Child name	Child name
V	can apply their growing knowledge of root words, prefixes and suffixes (see English Appendix 1) both to read aloud and to understand the meaning of new words that they meet						
I	can identify and discuss themes and conventions in and across a wide range of writing						
E	can make comparisons within and across a range of books						
I/ E	can read aloud with intonation and tone that shows understanding						
E	can check that the book makes sense to them,						
V	can discuss their understanding and exploring the meaning of words in context						
I	can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence						
P	can predict what might happen from details stated and implied						
S	can summarise the main ideas drawn from more than one paragraph, identify key details that support the main ideas and use quotations to illustrate						
V/ E	can identify how language, structure and presentation contribute to meaning						
V/ E	can discuss and evaluate how authors use language, including figurative language, considering the specific impact on the reader						
E	can distinguish between statements of fact and opinion						
R	can retrieve, record and present information from non-fiction						
E	can provide reasoned justifications for their views, rooted in the text						

Next steps/date:

e.g. 10.01.18 - revisit inference skills with NN, KS and RT

Other objectives to be aware of:

- To read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- To read books that are structured in different ways and reading for a range of purposes
- To increase their familiarity with a wide range of age appropriate books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions (including whole novels)
- To recommend books that they have read to their peers, giving reasons for their choices
- To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- To ask questions to improve their understanding
- To 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
- To 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

Books the group have read/reader band: (Recommended readers for UKS2 are Reader Q-U. Start lower if necessary)

e.g. 10.01.18 – Reader I - Twinkle Twinkle Firefly (Poetry).