

Year 6 (Greater Depth below)

Decoding	Comprehension	Inference	Language Features	Personal Responses	Wider Reading
<p>D6 I can use my knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words that I meet.</p> <p>D5 I can cope with different features of language such as abbreviations, colloquialisms, dialect and specialist vocabulary. Hard cheese, buster, dontcha,</p> <p>D4 I can verbalise adverbial phrases as signposts to indicate a change in tone. On the darker side of the mountain...</p> <p>D3 I can read age-appropriate books with confidence and fluency (including whole novels). Including: novels, stories, plays, poetry, non-fiction and text books.</p> <p>D2 I can read aloud with intonation that shows understanding.</p> <p>D1 I can work out the meaning of words from the context. Find an unfamiliar technical word. Consider how it is used in this sentence. What do you think it means? Now that you have read (a section), do you understand why (a character) acted in the way they did?</p>	<p>C4 I can recognise texts that contain features of more than one text type. Is this persuasive or instructive? Is this an adventure or a romance? What are the typical features of a thriller?</p> <p>C3 I can distinguish between statements of fact and opinion. Is it true/false that...? It might sound like a hard fact but is it? Which words tell you it may not be the complete truth? What words tell you that it's an opinion/fact?</p> <p>C2 I can retrieve information from non-fiction. What evidence do you have to prove this? Find me three facts about.... Where would you look for information on...? How could you use the contents/index/glossary to help?</p> <p>C1 I can summarise main ideas, identifying key details and using quotations for illustration. What is the main idea in each paragraph? Which idea is the most important? What happened over the last three pages? You have twenty words: Sum up this paragraph. Make a table/chart to show the information in these paragraphs.</p>	<p>RD5 I can use PEE (Point, Evidence, Explain) to support predictions and inferences. What makes you think that...?</p> <p>RD4 I can identify and comment on explicit and implicit points of view. Is the writer biased? What do you think the writer thinks? Do you think they are trying to persuade us? What words/phrases make you think that?</p> <p>RD3 I can use detailed knowledge of text types to make reasoned predictions and opinions. Usually, what happens in this sort of genre? Do you think there will be any hurdles to overcome before the finish?</p> <p>RD2 I can explain and discuss my understanding of what I have read, drawing inferences and justifying these with evidence. What do you think might happen to the main character and how will they feel about this? What makes you think this? Who would you like to meet in the story? Can you give a reason for your choice? Why did (a character) behave in this way?</p> <p>RD1 I can predict what might happen from details stated and implied. What do you think is going to happen? Based on what you know about (a character/event), how do you think the author will develop the story? Is the evidence from the text stated or implied?</p>	<p>L4 I can compare and contrast the styles of individual writers and poets providing examples. Do you know any similar Ted Hughes poems?</p> <p>L3 I can comment on and explain the writer's use of language features. What effect does using this word have on the story? How does the writer use language to make the poem mimetic? How does personification lift the poem beyond simply describing an eagle? By writing this line differently, what has the writer created? What other phrases could the writer have used? How does this phrase make you feel? Why does the author compare x to y? Why has this metaphor been used? Why does the author never tell us explicitly what they are writing about?</p> <p>L2 I know how style and vocabulary are linked to the purpose of the text. Which phrase tells us this is persuasive? (Common sense assures us that...) This word keeps being mentioned: Why? Which words here do you think are the most important?</p> <p>L1 I can evaluate how authors use language, including figurative language, considering the impact on the reader. How does this title engage the reader? Give examples of the words chosen by the author to describe (a character) – are they effective? Does the author have a viewpoint on...? How does s/he show this?</p>	<p>R5 I can identify and discuss themes and conventions in and across a wide range of writing. The three stories in this anthology have what in common? Where else would you find this sort of story structure?</p> <p>R4 I can identify and describe the key characteristics about a writer's or a poet's style. What is it about Lewis Carroll that characterises his stories? R3 I can comment critically on the overall impact of poetry or prose, with reference to the text. Do the red herrings in Hound of the Baskervilles frustrate, tantalise or disrupt the text? R2 I can respond critically to issues raised in stories, locating evidence in the text, and explore alternative courses of action and evaluate the author's solution. Would the story be stronger had the character taken a different course of action? Is the author's solution satisfying?</p> <p>R1 I can ask questions to improve my understanding of a text. If you could ask the author a question about the text, what would it be? Can you create a quiz about the text for your class? Is there a section of the text you don't understand? Could you ask a partner for their thoughts?</p>	<p>B8 I can confidently perform plays and poems using actions and expression. How can you perform the poem best if there is both speech and narrative?</p> <p>B7 I can confidently recite a wide range of poetry by heart.</p> <p>B6 I am beginning to evaluate texts by comparing how different sources treat the same information. Which poem is more effective? How does she put her argument about deforestation across better than him? B5 I can identify themes across a range of texts (social, cultural and historical). What is the theme of this book? How does the author create a sense of loss/heroism? What is different about Anguta's family? Why does Raju find it hard to fit in? Can you think of another story that deals with this social issue?</p> <p>B4 I can recommend books to others and give reasons for my choice. Would you recommend the book? Why? What made you choose this book?</p> <p>B3 I understand that texts reflect the time and culture in which they were written. Why did Dickens write about the poorhouse? B2 I can identify different character types across a range of texts. What sort of character is this: the urchin, the villain, the despot? B1 I can make comparisons within and across books. How do these books deal with the same theme? Do the approaches of the author differ? What can you say about the viewpoint of the authors?</p>

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	<p>C7 I can discuss how the structural choices support the writer's theme and purpose. Do the events happen in order? If not, why not? Why is there a long character description at the beginning?</p> <p>C6 I can discuss how the language choices support the writer's theme and purpose in non-fiction texts. Is this a piece of propaganda? How can you tell? How is the information organised and presented? Why do you think this order/these headings were chosen?</p> <p>C5 I can extract and evaluate relevant information from more complex texts. What two viewpoints are explored? Which comes over more strongly?</p>	<p>RD8 I can uncover different layers of meaning. Is this story similar with something else? Is there a hidden meaning?</p> <p>RD7 I can identify the writer's viewpoint and explain the effect on the reader. What makes this story a morality tale? What is the writer trying to make us think?</p> <p>RD6 I can identify and evaluate techniques the author has used to create mood, feelings, messages and attitudes. How does the writer create atmosphere?</p>	<p>L5 I can analyse and evaluate the styles of individual writers and poets, providing evidence and justifying interpretations. Why do you like RL Stine so much? (Cliff-hanger endings, use of suspense...)</p>	<p>R7 I can articulate personal responses to literature, identifying how and why the texts affect the reader due to author intent. How does the ending make you feel? Why? Is it what you expected? Why is the ending of Lord of the Flies disappointing? Why does the author use a deus ex machine? You might not like it but why is it arguably effective?</p> <p>R6 I can show a confident awareness of the effect of the text, with explanation using my own experiences. Does your personal experience impact on your view about a (subject)? Why might someone else's view be different from your own?</p>	<p>B10 Through formal presentations and debates, I can explain and discuss my understanding of a text. Can you research this topic/theme independently? How might you structure your research? How could you present your findings to the group? What sort of presentation techniques would keep your audience engaged?</p> <p>B9 I can explain the impact of the context on the text.</p>
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2b. Retrieve and record information/identify key details from fiction and non-fiction	2c. Summarise main ideas from more than one paragraph.	2a. Give/Explain the meaning of words in context	2e. Predict what might happen from details stated and implied.	2h. Make comparisons within the text															
<p>Write down three things you are told about *****.</p> <p>What was revealed at the end of the story? (tick one)</p> <p>Using information from the text, tick one box in each row to show whether each statement is true or false.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 20%; text-align: center;">True</th> <th style="width: 20%; text-align: center;">False</th> </tr> </thead> <tbody> <tr><td>*****</td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td></tr> </tbody> </table> <p>Look at the section headed:***** Complete the sentence below. (multiple choice)</p> <p>According to the text.....? (1 mark/ Give two ways. 2 marks)</p> <p>Number these facts about the life of the giant panda cub from 1-5 in the order in which they happen. The first one has been done for you.</p> <p>How do you know that.....? Give two ways.</p>		True	False	*****	<input type="checkbox"/>	<input type="checkbox"/>	*****	<input type="checkbox"/>	<input type="checkbox"/>	*****	<input type="checkbox"/>	<input type="checkbox"/>	*****	<input type="checkbox"/>	<input type="checkbox"/>	<p>Below are some summaries of different paragraphs from this text. Number them 1-6 to show the order in which they appear in the text. The first one has been done for you.</p> <p>Which statement is the best summary for the whole of page 5? (multiple choice)</p> <p>Look at the first 2 paragraphs. Which sentence below best describes the farmhouse? Tick one.</p> <p>2d. Make inferences /explain and justify inferences with evidence</p> <p>Look at page **.How can you tell that **?</p> <p>Look at the paragraph beginning: ** to the paragraph ending: **. What impressions of ** do you get from these two paragraphs? Give two.</p> <p>Look at the first paragraph, beginning: *** How do you know that ***?</p> <p>What evidence is there of/that **** Give two points.</p> <p>**** (extract from text – poss descriptive/figurative language?) Explain what this description suggests about *****</p> <p>In what ways might ***** appeal to many readers? Explain fully, referring to the text in your answer.</p> <p>According to the text, how did *****?</p> <p>The experience in the last line could best be described as... Tick one.</p> <p>The poet describes different stages of his life. Tick the two verses that are mainly about the poet's adult life.</p> <p>“quote” What else in the text tells us that....?</p> <p>What is one thing that did not change....?</p> <p>The poet describes This makes her sound big and powerful. What other impressions do you get? Give two impressions. (2 marks)</p> <p>Look at page 10. What impressions do you get of <i>character</i> at this point in the extract? Give two impressions, using evidence from the text to support your answer. (table, 3 marks)</p> <p>Using information from the text, tick one row to show whether each statement is a fact or an opinion.</p>	<p>Look at the paragraph beginning: Find and copy one word meaning...</p> <p>(A sentence with one word highlighted) Which word most closely matches the meaning of the word *****/ Which of the following is closest in meaning to As it is used here? (table to tick or tick one)</p> <p>Look at the paragraph beginning: Find and copy one word that suggests.../ which shows that...</p> <p>Find and copy one word from page *** that tells you that ...</p> <p>Look at the paragraph beginning: What does the word ***** suggest about ...</p> <p>“quote” What does the word ***** mean in this sentence? (multiple choice)</p> <p>Give the meaning of the word/group of words ***** in this sentence:....</p> <p>Look at the second paragraph on pg 9. This means that... Tick one.</p> <p>“quote” What do the words <i>vividly recall</i> mean? (2 marks)</p>	<p>Do you think that ***** will ***** (link to likelihood of something happening/doing something in the future)?</p> <p>Tick one</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>Explain your choice fully, using evidence from the text.</p> <p>2f. Identify/explain how information/narrative content is related and contributes to meaning as a whole</p> <p>Draw lines to match each part of the story to the correct quotation from the text.</p>	<p>Look at page 4. According to the text, give one way that giant pandas are... a) similar to other bears b) different from other bears</p>
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