

Year 6 Reading Progression Map

Decoding	Comprehension	Inference	Language Features	Personal Responses	Wider Reading
<p>D1 I can work out the meaning of words from the context.</p> <p>D2 I can read aloud with intonation that shows understanding.</p> <p>D3 I can read age-appropriate books with confidence and fluency (including whole novels).</p> <p>D4 I can verbalise adverbial phrases as signposts to indicate a change in tone.</p> <p>D5 I can cope with different features of language such as abbreviations, colloquialisms, dialect and specialist vocabulary.</p> <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>C1 I can summarise main ideas, identifying key details and using quotations for illustration.</p> <p>C2 I can retrieve information from non-fiction.</p> <p>C3 I can distinguish between statements of fact and opinion.</p> <p>C4 I can recognise texts that contain features of more than one text type.</p>	<p>RD1 I can predict what might happen from details stated and implied.</p> <p>RD2 I can explain and discuss my understanding of what I have read, drawing inferences and justifying these with evidence.</p> <p>RD3 I can use detailed knowledge of text types to make reasoned predictions and opinions.</p> <p>RD4 I can identify and comment on explicit and implicit points of view.</p> <p>RD5 I can use PEE (Point, Evidence, Explain) to support predictions and inferences.</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?</p> <p>L2 I know how style and vocabulary are linked to the purpose of the text.</p> <p>L3 I can comment on and explain the writer's use of language features.</p> <p>L4 I can compare and contrast the styles of individual writers and poets providing examples.</p>	<p>R1 I can ask questions to improve my understanding of a text.</p> <p>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.</p> <p>R3 I can comment critically on the overall impact of poetry or prose, with reference to the text.</p> <p>R4 I can identify and describe the key characteristics about a writer's or a poet's style.</p> <p>R5 I can identify and discuss themes and conventions in and across a wide range of writing.</p>	<p>B1 I can make comparisons within and across books.</p> <p>B2 I can identify different character types across a range of texts.</p> <p>B3 I understand that texts reflect the time and culture in which they were written.</p> <p>B4 I can recommend books to others and give reasons for my choice.</p> <p>B5 I can identify themes across a range of texts (social, cultural and historical).</p> <p>B6 I am beginning to evaluate texts by comparing how different sources treat the same information.</p> <p>B7 I can confidently recite a wide range of poetry by heart.</p> <p>B8 I can confidently perform plays and poems using actions and expression.</p>

