### Key Learning in Reading: Year 6

#### Word Reading

- As above and:
  - Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. `un+happy+ness`, `dis+repute+able`, `dis+respect+ful`, `re+engage+ment`.
  - Use suffixes to understand meanings e.g. `-cious`, `-tious`, `-tial`, `-cial`.
  - Read and understand meaning of words on Y5/6 word list – see bottom.
  - Use etymology to help the pronunciation of new words e.g. `chef`, `chalet`, `machine`, `brochure` – French in origin.
  - Employ dramatic effect to engage listeners whilst reading aloud.
  - Read extensively for pleasure.
  - Use a combination of scanning and close reading to ascertain meaning.

- As above and:
  - Evaluate texts quickly in order to determine their usefulness or appeal.
  - Understand underlying themes, causes and consequences within whole texts.
  - Understand the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives).
  - Recognise authors’ techniques to influence and manipulate the reader.

#### Comprehension

- As above and:
  - Maintain positive attitudes to reading and understanding what they read by:
    - Listening to, reading and discussing an increasingly wide range of fiction, poetry, plays and non-fiction.
    - Regularly listening to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.
    - Recognising themes within and across texts e.g. `hope`, `peace`, `fortune`, `survival`.
    - Making comparisons within and across texts e.g. similar events in different books, such as being an evacuee in Carrie’s War and Goodnight Mr Tom.
    - Comparing texts written in different periods.
    - Analysing the conventions of different types of writing e.g. use of dialogue to indicate geographical and/or historical settings for a story.
  - Independently read longer texts with sustained stamina and interest.
  - Recommending books to their peers with detailed reasons for their opinions.
  - Expressing preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures and traditions.
  - Learning a wider range of poems by heart.
  - Preparing poems and playscripts to read aloud and perform using dramatic effects.
  - Understand what they read by:
    - Using a reading journal to record on-going reflections and responses to personal reading.
    - Exploring texts in groups and deepening comprehension through discussion.
    - Exploring new vocabulary in context.
    - Demonstrating active reading strategies e.g. **challenging peers with questions**, **justifying opinions**, **responding to different viewpoints within a group**.
    - Inferring characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point; Evidence; Explanation.
    - Predicting what might happen from information stated and implied.
    - Re-read and reads ahead to locate clues to support understanding and justifying with evidence from the text.
    - Scanning for key information e.g. looking for descriptive words associated with a setting.
    - Skimming for gist.
    - Using a combination of skimming, scanning and close reading across a text to locate specific detail.
    - Identifying how language, structure and presentation contribute to meaning e.g. **persuasive leaflet**, **balanced argument**.

- Discuss / evaluate how authors use language including figurative language, considering the impact on the reader by:
  - Exploring, recognising and using the terms personification, analogy, style and effect.
  - Explaining the effect on the reader of the authors’ choice of language and reasons why the author may have selected these.

- Distinguish between statements of fact or opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys’ diary and a history textbook.

- Participate in discussions about books 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 by:
  - Preparing formal presentations individually or in groups.
  - Using notes to support presentation of information.
  - Responding to questions generated by a presentation.
  - Participating in debates on issues related to reading (fiction/non-fiction).
  - Provide reasoned justifications for their views
  - Justifying opinions and elaborating by referring to the text e.g. **Point; Evidence; Explanation**