



St. Francis C.E.P. School – Reading Assessment Framework – Year 6

Y6	Word Reading	Comprehension
WTS	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read independently and with some fluency, a range of age appropriate texts from those specified in the YR 5-6 programme of study.</li> <li><input type="checkbox"/> Determine the meaning of new words by applying morphological knowledge of some root words and affixes e.g. possible/possibly; prefer/preferring; confident/confidence.</li> <li><input type="checkbox"/> With occasional guidance, use appropriate intonation, tone and volume when reciting and reading aloud to an audience.</li> </ul>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read and enjoy a growing repertoire of texts, both fiction and non-fiction.</li> <li><input type="checkbox"/> Become familiar with the range of text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts.</li> <li><input type="checkbox"/> Form reading preferences; be able to recommend some to peers, giving reasons for choices.</li> <li><input type="checkbox"/> With guidance initially, identify and comment on themes and conventions across some text types.</li> <li><input type="checkbox"/> Read and recite some age-appropriate poetry which has been learned by heart.</li> <li><input type="checkbox"/> Identify the kind of language typical in some text types; also the structural and presentation features e.g. sub-headings and bullet points; how a letter is set out. Develop the ability to explain its use.</li> <li><input type="checkbox"/> Show, discuss and explore their understanding of the meaning of vocabulary in context. Explain challenging words by using other known words.</li> <li><input type="checkbox"/> Discuss the effect of language, including some of the following: simile, metaphor, imagery; personification.</li> <li><input type="checkbox"/> Readily ask questions to enhance understanding.</li> <li><input type="checkbox"/> Make comparisons within texts; attempt comparisons across texts.</li> <li><input type="checkbox"/> Draw inferences such as characters' feelings, thoughts and motives; develop the habit of using textual evidence to support comments; make predictions.</li> <li><input type="checkbox"/> Sort fact from opinion with some success.</li> <li><input type="checkbox"/> Retrieve, record and present information from non-fiction texts.</li> <li><input type="checkbox"/> Find key words or information. With guidance, form a simple summary across several paragraphs.</li> <li><input type="checkbox"/> Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously.</li> <li><input type="checkbox"/> Develop the ability to explain what they know or have read, including through formal presentation and debates.</li> </ul>
EXP	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fluently and effortlessly read the full range of age-appropriate texts: Modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or textbooks.</li> <li><input type="checkbox"/> Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence.</li> <li><input type="checkbox"/> Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.</li> </ul>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate a positive attitude by frequently reading a wide range of texts for pleasure, both fiction and non-fiction.</li> <li><input type="checkbox"/> Show familiarity with different text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts.</li> <li><input type="checkbox"/> Recommend books to others, giving reasons for their choices; state preferences.</li> <li><input type="checkbox"/> Accurately identify and comment on the features, themes and conventions across a range of writing, and understand their use.</li> <li><input type="checkbox"/> Demonstrate that they have learned a wide range of poetry by heart.</li> <li><input type="checkbox"/> Identify language, structural and presentational features in texts (e.g. columns, bullet points, tables) and explain how they contribute to meaning.</li> <li><input type="checkbox"/> Use contextual evidence to make sense of the text; explore finer meanings of words; show, discuss and explore their understanding of the meaning of vocabulary in context.</li> <li><input type="checkbox"/> Identify the effect of language, including figurative; explain and evaluate its effect e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; personification.</li> <li><input type="checkbox"/> During discussion, ask pertinent questions to enhance understanding.</li> <li><input type="checkbox"/> Make accurate and appropriate comparisons within and across different texts.</li> <li><input type="checkbox"/> Make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text.</li> <li><input type="checkbox"/> Distinguish between fact and opinion.</li> <li><input type="checkbox"/> Retrieve, record and present information from non-fiction texts.</li> <li><input type="checkbox"/> Identify key details that support main ideas; summarise content drawn from more than one paragraph.</li> <li><input type="checkbox"/> Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously.</li> <li><input type="checkbox"/> Explain their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic.</li> </ul>
GDS	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fluently and effortlessly read the full range of age-appropriate texts: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.</li> <li><input type="checkbox"/> Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. tolerance, substantial. Able to pronounce homophones or near homophones appropriately e.g. advice/advise; prophecy/prophesy.</li> <li><input type="checkbox"/> Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.</li> </ul>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate a positive attitude by frequently reading a wide range of highly challenging or sophisticated texts, both fiction and non-fiction.</li> <li><input type="checkbox"/> Show confidence with different text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts.</li> <li><input type="checkbox"/> Recommend books to their peers, giving detailed reasons for their choices; state and substantiate reading preferences.</li> <li><input type="checkbox"/> Accurately and independently, identify and comment on the features, themes and conventions across a range of writing, including more obscure or underlying themes.</li> <li><input type="checkbox"/> Demonstrate that they have learned a wide range of poetry by heart.</li> <li><input type="checkbox"/> Identify language, structural and presentational features in texts (e.g. idiom, rhetoric, imagery, subplots, sentence structures which mimic content) and explain how they contribute to meaning.</li> <li><input type="checkbox"/> Use contextual evidence to further explore the text; identify finer meanings of words; discuss and explore their understanding of challenging vocabulary.</li> <li><input type="checkbox"/> Identify the effect of figurative language; explain and evaluate its effect e.g. impact of a phrase on the reader; suitability of a chosen simile; personification.</li> <li><input type="checkbox"/> Ask probing questions to enhance understanding; pose hypotheses.</li> <li><input type="checkbox"/> Make accurate and insightful comparisons within and across different texts.</li> <li><input type="checkbox"/> Draw inferences including hidden meanings or plays on words; explain and justify with textual evidence to support reasoning; make predictions that are securely rooted in the text.</li> <li><input type="checkbox"/> Distinguish between fact and opinion; discuss ambiguity between the two.</li> <li><input type="checkbox"/> Retrieve, record and present information from non-fiction texts, independently and creatively.</li> <li><input type="checkbox"/> Confidently summarise content drawn from more than one paragraph.</li> <li><input type="checkbox"/> Participate in discussion about books, expressing and justifying opinions, building ideas and challenging others' views courteously.</li> <li><input type="checkbox"/> Explain their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic.</li> </ul>