



Name:

The pupil can:

- Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.
- Read further exception words.

In age-appropriate books, the pupil can:

- Read words accurately and fluently without overt sounding and blending, e.g at over 90 words per minute.
- Sound out most unfamiliar words accurately, without undue hesitation.

In discussion with the teacher, the pupil can:

- Discuss a wide range of fiction, poetry, plays, non-fiction and reference books.
- Read books that are structured in different ways and read for a range of purposes.
- Use dictionaries to check the meaning of words that they have read.
- Identify themes and conventions in a wide range of books.
- Drawing inferences from what has been read.
- Make predictions about what might happen from what has been read so far.

Text:	Date:
Observations	

Book bands for children working towards :	Tick which band the child is currently reading at
Pink Red Yellow Blue Green Orange	Emerging 6 Years and below
Turquoise Purple Gold	Developing 7 and below
White	Developing
Lime	Developing
Brown	Developing +
Dark Blue	Developing +

Year 6 Reading Statement **Working at the expected standard.**



Name:

Word Reading: Generally, applies growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.

In a book that they can already read accurately and fluently, the pupil can:

- Identify and discuss themes and conventions in and across a wide range of writing.
- Make comparisons within and across books.
- Check that the book makes sense, discussing understanding and exploring the meaning of words in context.
- Learn a wide range of poetry by heart.
- Ask questions to improve understanding.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predict what might happen from details stated and implied.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Retrieve and record information from non-fiction.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Provide reasoned justifications for views.
- Distinguish between statements of fact and opinion.

Text:

Date:

Observations

Burgundy

Secure

Black

Secure

Year 6 Reading Statement **Working at greater depth within the expected standard.**



- Name:

Working at greater depth, to have evidence of all statements in 'working at the standard'

Plus:

The pupil can, in a book they are reading independently:

- Participate in discussions about books building on their own and others' views and challenging views courteously.
- Use the technical terms needed for discussing what they hear and read – metaphor, simile, analogy, imagery style and effect.
- Explain how punctuation marks the grammatical boundaries of sentences and gives meaning.
- Use scanning and text marking to find and identify key information.
- Refers accurately to the text when explaining views, adeptly using it to justify viewpoint. Independently, participates in discussion about books, taking turns and responding to what others say. Independently, makes links to other known texts.
- Compares and contrasts the styles of different writers and poets, giving examples from the text(s) without support.
- Without support, identifies and discusses the conventions of different types of writing; such as the use of the first person in writing diaries and autobiographies.

Text:	Date:
Observations	

Working at greater depth within the standard book bands

Book Band – Black plus free reading choices.

