Reading Assessment Tracking – Year 6

Term	Working Towards	On Track (Met for summer)	Greater Depth
Autumn	Generally reads most age appropriate texts (Y5/6) fluently, using strategies to work out any unfamiliar word and applying a growing knowledge of root words, prefixes and suffixes decoding most new words outside everyday spoken vocabulary.	Fluently applies their growing knowledge of root words, prefixes and suffixes as listed in Y5/6 Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	Fluently reads a wider range of challenging texts that are above chronological age with fluency and understanding.
		They have a positive attitude towards reading for a range of purposes	
		Performs poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	
	Can read all Y5 and some Y6 further exception words set out in Appendix 1.	Checks that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.	Confidently performs given texts, including poems, using a wide range of devices to engage the audience and for effect.
	Sees reading as a pleasurable activity.	Asks questions to improve their understanding Can predict what might happen from details stated and implied	Compares language, structure and presentation across texts and debates which is the most effective.
	Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry.	Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	Critiques the use of figurative language, including how it is used for effect.
	In using non-fiction, efficiently retrieves information and makes notes.	*Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.*	Draws inferences based on indirect clues and can justify their thinking.
	Uses technical terms such as metaphor, simile, analogy, imagery, style and effect when discussing texts.		
	Knows what is meant by 'figurative language'.	*Can identify how language, structure and presentation contribute to meaning.*	
	Draws inferences and makes predictions based on details which are stated and implied – giving evidence as to their thinking.	*Can evaluate how authors use language, including figurative language, considering the impact on the reader.*	
Spring	Generally reads most age appropriate texts (Y5/6) fluently, using strategies to work out any unfamiliar word and applying a growing knowledge of root words, prefixes and suffixes decoding most new words outside everyday spoken vocabulary.	Can distinguish between statements of fact and opinion Efficiently retrieves, records and presents information from non-fiction	Can categorise texts according to given criterion, including key themes and conventions.
	Demonstrates an increasing familiarity with a wide range of books and texts.	Participate in discussions, building on their own and others' ideas and challenging views courteously.	Recommends authors, sets of books and genres to others based on own reading experience and preferences, giving reasons for choice.
	Recommends books to others based on own reading preferences.	Provides reasoned justifications for their views.	Reads extended texts, including novels, examining how characters change and develop.
	Associates certain conventions and certain text types including language and structure.	*Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.*	
	Knows the difference between fact and opinion and with support can spot examples in a given text.	*Can identify how language, structure and presentation contribute to meaning.*	Compares language, structure and presentation across texts and debates which is the most effective.
	Uses technical terms such as metaphor, simile, analogy, imagery, style and effect when discussing texts.	*Can evaluate how authors use language, including figurative language, considering the impact on the reader.*	Critiques the use of figurative language, including how it is used for effect.
	Knows what is meant by 'figurative language'.		Draws inferences based on indirect clues and can justify their thinking
	Draws inferences and makes predictions based on details which are stated and implied – giving evidence as to their thinking		
Summer	Generally reads most age appropriate texts (Y5/6) fluently, using strategies to work out any unfamiliar word and applying a growing knowledge of root words, prefixes and suffixes	Evidence shows experience of a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	Can challenge key ideas within a text.

decoding most new words outside everyday spoken vocabulary.		
Recognises themes across texts (e.g. loss or heroism); and can compare characters, settings, themes and other aspects within texts.	Can demonstrate familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	Can give counter-arguments to an alternative viewpoint, based on evidence from the text.
Summarises main ideas drawn from across given texts.	Recommends books that they have read to their peers, giving reasons for their choices.	Analyses texts and draws out key information to support their own research.
Uses technical terms such as metaphor, simile, analogy, imagery, style and effect when discussing texts.	Can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	Compares and contrasts across a broad range of texts, drawing on evidence from the text.
Knows what is meant by 'figurative language'.	*Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.*	Compares language, structure and presentation across texts and debates which is the most effective.
Draws inferences and makes predictions based on details which are stated and implied – giving evidence as to their thinking.	*Can identify how language, structure and presentation contribute to meaning.*	Critiques the use of figurative language, including how it is used for effect.
	Can evaluate how authors use language, including figurative language, considering the impact on the reader.	Draws inferences based on indirect clues and can justify their thinking.

Word Reading	Comprehension	Once an objective has been covered it becomes **Bold**
		It is assumed children have achieved this objective at 'on track' unless they are indicated at either WT or GD