



## My Year 6 Learning Journey for Reading

		I am Working Towards Year 6's objectives with support (Emerging)	I am Working Towards Year 6's objectives (Developing)	I am Achieving Year 6's objectives (Secure)
Decoding	1	I can read out loud confidently and with increasing fluency, expression and accuracy, working out how to pronounce some unfamiliar words and asking for help if the pronunciation sounds wrong	I can read effortlessly and silently or fluently and accurately out loud, with some intonation that shows understanding and working out the pronunciation of most new words.	<b><u>*I can read effortlessly and silently or fluently and accurately out loud, not just in English, but across all subjects. I use intonation that shows understanding and almost immediately work out the pronunciation of new words.</u></b>
	2	I can, with help, make a sensible guess at the meanings of new words in the texts that I read.	I can often work out the meanings of new words using some different strategies such as their use in the context of the text, similarity to other words I know, my good knowledge of root words, prefixes and suffixes.	<b><u>*I can work out the the meanings of difficult new words and phrases</u></b> from the context including dialect, idioms, technical words, using a range of strategies. (Content Domain 2a)
Range of Reading, Enjoyment and Response	3	I am an increasingly independent, enthusiastic reader who regularly reads both fiction and non-fiction books for my own enjoyment inside and outside of school.	I am an independent, increasingly enthusiastic reader who regularly reads age-appropriate fiction and non-fiction structured in different ways for my own enjoyment.	<b>I am an enthusiastic, independent reader</b> who regularly reads a wide variety of age-appropriate fiction and non-fiction <b><u>including whole novels</u></b> structured in different ways for enjoyment or to research topics. I am actively prepared to read books/authors recommended by others that I might not normally read.
	4	I can express, explain and sometimes justify my views and opinions about books and authors, with support from an adult. I can make a recommendation to others, giving a reason for my choice.	I can express, explain and justify my ideas, preferences and opinions about different books, authors/poets and genres, sometimes offering reasoned evidence in support. I can make appropriate recommendations to others, giving some reasons.	<b>I can express, explain and clearly justify my ideas, preferences and opinions about different books, authors/poets and genres</b> , nearly always offering reasoned evidence in support and giving examples. I can make appropriate recommendations to others, explaining the reasons for my choices and giving examples.
	5	I can sometimes compare different texts that I have read and point out simple similarities and differences.	I can make comparisons within and across texts and explain my ideas, identifying similarities and differences.	<b><u>*I can make comparisons within and across texts</u></b> eg comparing style, characters, events, structure, ideas, author's viewpoint when looking at different parts of a book, different authors and poets or different versions of the same text. <b>I can explain and justify my ideas and comparisons</b> eg by describing and contrasting the styles of different writers and poets or comparing key themes or characters, explaining my ideas and backing them up with details, quotes or examples from the text. (Content Domain 2h)
Understanding (Comprehension)	6	I can, with support, begin to summarise some of the main ideas and key themes in a text.	I can begin to summarise some of the main ideas and key themes in a text. I can sometimes explain my thinking by referring to key details or using quotations from the text.	<b><u>*I can summarise the main ideas and key themes in a text. I can explain my thinking by referring to key details and using quotations from the text.</u></b> (Content Domain 2c)
	7	I can read sometimes read 'between the lines' and make a prediction about what will happen next, giving a reason from the text or a similar text.	I can read 'between the lines' and make a sensible prediction about what will happen next, sometimes using my experience of similar texts or identifying a clue that the author has planted for the reader.	<b><u>*I can read 'between the lines' and make a logical prediction about what might happen next, identifying and sometimes explaining details stated and implied, including clues planted by the author for the reader.</u></b> (Content Domain 2e)



	8	I can draw some inferences (eg about characters' feelings, thoughts and motives) from the text and sometimes back up my ideas by referring to the text.	I can draw inferences (eg about characters' feelings, thoughts and motives) from the text and often support my ideas using evidence from a single point in the text.	<b>*I can explain and discuss my understanding of what I have read, drawing inferences (eg about characters' feelings, thoughts and motives) and supporting my ideas using a range of evidence from across the text. (Content Domain 2d)</b>	
	9	I can identify some effective words and phrases and language which the author has chosen for effect and begin to discuss how this language affects the reader.	I can identify and explain words and phrases and language which the author has chosen for effect, including figurative language. I can often explain how this language has an effect on the reader.	<b>*I can explain and evaluate how an author has used language, including figurative language and language with different shades of meaning, discussing how it has an effect on the reader. e.g. explain the differences between words such as: miffed, irritated, furious, fuming, irate, livid, incensed and their impact. I can use technical terms in my discussion such as metaphor, simile, analogy, imagery, style and effect, dialect. (Content Domain 2g)</b>	
	10	I can sometimes identify and explain how an author or poet has used distinctive language, structure or presentation in a text and, with help, begin to describe how these help the reader.	I can often identify and explain how an author or poet has used distinctive language, structure or presentation in a text and begin to describe how these help the reader to understand the text.	<b>*I can usually explain how and why an author or poet has used distinctive language, structure or presentation in a text, (including in fiction, non-fiction and different types of poems) and describe in detail how these help the reader to understand the text. (Content Domain 2f)</b>	
	11	I can usually say whether a statement is a fact or an opinion.	I can confidently say whether a statement is a fact or an opinion and am starting to question what I read, sometimes commenting on how reliable opinions in the text are.	<b>I can confidently say whether a statement is a fact or an opinion and can question what I read, commenting on how reliable or biased opinions in the text are and giving evidence for my view.</b>	
	12	I can, with support, ask and answer questions about a non-fiction text by retrieving relevant information. I sometimes record it in a clear and useful way for others to understand.	I can ask and answer questions about a non-fiction text by retrieving relevant information. I usually record it in a clear and useful way for others to understand.	<b>*I can ask and answer key questions about a range of non-fiction texts by retrieving relevant/ useful information. I record it in a clear, well-organised and useful way for others to understand. (Content Domain 2b)</b>	

My Learning Reflection			
	This term in my reading, I have improved...	My next step in my reading is to...	Test Score
Autumn:			
Spring			
Summer			



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Notes:

- All steps with an asterisk are KPI's (Key Performance Indicators)
- Numbering has no significance but is for ease of reference.
- Underlined steps link to the Expected Standards in the Interim Assessment Framework for Key Stage 2.
- 'Most' or 'Mostly' or 'nearly always' indicates that the statement is generally met with only occasional errors. If this is not specified in the 'Secure' column, the assumption is that the statement is nearly always met.
- 'Often' indicates that the skill is correctly demonstrated more often than not ie on more than half of occasions attempted.
- 'Some' or 'sometimes' indicates that the skill / knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent.
- 'With support / help' indicates that the child needed some level of support or intervention to achieve the statement. If support is not specified, the assumption is that the child could achieve the statement independently.