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Phase 1

Phase 2

Phase 3

National Curriculum statements

National Curriculum statements (NAHT KPI)

## Achieving age-related expectations in Year 6 - Reading

### Fluency – Clarity – Accuracy – Coherence

#### The Aims of the Primary English Programme of Study

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

#### Non-Statutory Guidance

##### Spoken Language

These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years. Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole. Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

##### Word Reading

At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so. Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension. When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.

##### Comprehension

Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing. Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text. They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies. Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information. The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this. Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions. Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.

##### Spelling

As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.

##### Handwriting

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

##### Composition

Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.

##### Vocabulary, Grammar and Punctuation

Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.

Year 6	READING							
	Word Reading	Comprehension Clarify	Comprehension Monitor and Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
<b>Phase 1</b>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</li> </ul>	<ul style="list-style-type: none"> <li>Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context</li> <li>Ask questions to improve their understanding of a text</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between statements of fact and opinion <b>and recognise them in the language used by authors to influence readers</b></li> <li><b>Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Retrieve, record and present information from non-fiction</b></li> <li><b>Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation and reference to the text using own words</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</b></li> <li>Make comparisons within and across books</li> <li><b>Provide reasoned justifications for their views</b></li> <li><b>Evaluate how successfully the organisation of a text supports the writer's purpose</b></li> </ul>	<ul style="list-style-type: none"> <li>Predict what might happen from details stated and implied</li> <li>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Identify how language, structure, and presentation contribute to meaning</li> <li>Show understanding through intonation, tone and volume so that meaning is clear to an audience</li> <li><b>Evaluate how authors use language, including figurative language, considering the impact on the reader</b></li> </ul>	<ul style="list-style-type: none"> <li>Identify and discuss themes and conventions in a wide range of writing e.g. <b>isolation or flashback</b></li> <li>Read books that are structured in different ways and read for a range of purposes</li> <li><b>Identify and comment on genre-specific language features used e.g. shades of meaning between similar words</b></li> <li><b>Make comparisons within and across books</b></li> </ul>
<b>Phase 2</b>			<ul style="list-style-type: none"> <li><b>Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources</b></li> </ul>		<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li><b>Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation)</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Compare and discuss accounts of the same event through different character viewpoints</b></li> <li><b>Explore a similar theme or topic written in a different genre</b></li> </ul>	<ul style="list-style-type: none"> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li><b>Recognise texts that contain features from more than one genre, or demonstrate shifts in formality</b></li> </ul>
<b>Phase 3</b>						<ul style="list-style-type: none"> <li><b>Begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative</b></li> </ul>	<ul style="list-style-type: none"> <li>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Yr 5/6 National Curriculum writing)</li> </ul>	<ul style="list-style-type: none"> <li><b>Explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text that exemplify this</b></li> </ul>

The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge... Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. – National Curriculum (2014), p.37