



## Year 6 Reading

<b>Key Learning for Year 6</b>	<b>By the end of Year 6, a child should:</b>
<p>Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology) - both to read aloud and to understand the meaning of new words that are met</p> <p>Increases 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</p> <p>Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context</p> <p>Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Retrieves, records and presents information from non-fiction</p> <p>Participates in discussions about books that are read to the individual and those that can be read independently</p> <p>Provides reasoned justifications for their views</p>	<ul style="list-style-type: none"><li>• discuss the purpose(s) of the language that is read and understand why sentences are constructed as they are;</li><li>• focus on all the letters in a word so they do not, for example, read 'invitation' for 'imitation' simply because they may be more familiar with the first word;</li><li>• accurately read individual words, which might be key to the meaning of a sentence or paragraph, to improve age appropriate comprehension;</li><li>• read independently, including books they would not choose to read;</li><li>• 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; and</li><li>• reflect on feedback regarding the quality of their explanations and contributions to discussions.</li><li>• understand the majority of terms needed for discussing what they hear and read such as metaphor, simile, analogy, imagery, style and effect.</li><li>• apply the skills of information retrieval eg in reading history, geography and science textbooks, and in contexts where they are genuinely motivated to find out information, such as reading information</li></ul> <p>By the end of Y6, a child's reading should be fluent and effortless across all subjects, not just in English</p>