

Teacher Assessment Framework at the end of Year 6- Reading



Working towards the expected standard

The pupil can:

SAMPLES

1 2 3 4 5 TE

- Start to recommend books to their peers and give reasons for their choices
- Start to identify and discuss themes and conventions, across a wide range of texts, making comparisons within and across books, with greater confidence
- begin to summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- distinguish between statements of fact and opinion and retrieve, record and present information from non-fiction with increasing confidence
- participate in discussions about books, building on their own and others' ideas and challenging views courteously
- start to explain and discuss their understanding of what they have read, including through formal presentations and debates, using notes where necessary and provide reasoned justifications for their views.
- ask questions to improve their understanding
- Read an increasingly wide range of books that are structured in different ways and for a range of purposes.

Working at the expected standard

The pupil can:

- 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
- retrieve information from non-fiction
- identify how language, structure and presentation contribute to meaning
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books.
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic whilst providing reasoned justifications for their views.
- 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.
- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from the context

Working at greater depth within the expected standard The pupil can:						
• Recommend books to their peers and give reasons for their choices						
• summarise main ideas, identifying key details and using quotations for illustration from the text.						
• confidently evaluate how authors use language, including figurative language, considering the impact on the reader						
• confidently locate information in a text and discuss what they have learnt.						
• Read a wide range of books that are structured in different ways and for a range of purposes, confidently making comparisons between them, identifying themes and conventions						
• learning a wider range of poetry by heart , preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.						
• confidently 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 and provide reasoned justifications for their views.						