Reading Progression St Francis Xavier – Year 6   2023-2024

Bug Club · EMMAUS CATHOLIC MAC

Termly assessment	Literal Comprehension (LIT)				Inference (INF)		Responding to the Text (RT)		Language for Effect (LFE)		Themes and Conventions (TAC)	
	Literal Comprehension (LIT)	Literal Comprehension: Sequencing (SEQ)	Information Retrieval (IR)	Accuracy (ACC)	Making Inferences (INF)	Prediction (PRED)	Personal Response and Evaluation of Text (PRS)	Performance (PERF)	Literary Language (LANG)	Vocabulary Development (VOC)	Range of Texts (RGE)	Text Structure (STRC)
Y6 term 1	Summarise main ideas drawn from more than one paragraph, and with minimal prompting identify some key details that support the main ideas. **Example:** In a non-fiction chapter about global warming, child can explain what global warming is and how it affects us, and can find some examples from the text of ways it affects us.		Retrieve, record and present straightforward information from fiction and non-fiction for a clear purpose, often without support. **Example:** When researching a history topic, child can locate information quickly, e.g. by skimming (for a general impression) and scanning (for specific information) and can record or present information, e.g. by making notes, PowerPoint presentation or debate. When looking for specific information in fiction texts, child can use skimming and scanning skills to find relevant details quickly and accurately, recording their findings in note form or in full sentences.		Draw inferences such as characters' feelings, thoughts and motives from their actions, and with minimal support can justify inferences which may sometimes be based on implied details. **Example:** In discussing a story, child might point out that Janna helped the old man to his feet after his fall but that was only so that people would think she was a nice, helpful girl.	Predict what might happen from details based on character and/or setting, identifying the evidence in the text. **Example:** Child can identify relevant details in the text and predict that if other characters seem afraid of a character the author presents as nice, the character is probably not trustworthy and will do something bad.			Discuss and, with support, evaluate how authors use some common types of literary or subject-specific language, considering the impact on the reader. **Example:** Child can identify imagery, e.g. they know that 'At night, the cat is a prowling shadow' is a metaphor. With support they can understand that it creates a sinister effect to help the reader see the cat as a dangerous hunter. In a non-fiction text, child can identify whether the text uses a formal or informal style, and give an opinion on whether the chosen style is appropriate or interesting.			Identify how structure and presentation contribute to meaning in an increasing range of text types. **Example:** Child can explain that diaries and autobiographies are written in the first person and that this helps the reader to understand that it is the narrator's point of view.
							Begin to be able to compare two different treatments of the same non-fiction topic and give reasoned opinions about which is better and why. **Example:** When child has used several different books to research a history project, they can explain which book was most useful and why.	With support, explain and discuss their understanding of what they have read, including through formal presentations and debates, usually maintaining a focus on the topic and using notes where necessary. **Example:** After reading about a topical subject, child can put forward one point of view in a debate, referring to their notes to support their argument.			Identify and discuss themes and conventions in and across two related books they have read. **Example:** Child can identify the theme of heroism in two books they have read and can compare the two heroes.	
					Answer questions about similarities and differences between two books on a similar topic. **Example:** Having read two stories set in Ancient Egypt, child can answer questions such as: 'How was each slave treated by his master?'					Independently use a dictionary to quickly check the meaning of a word that is unfamiliar to them, and find an alternative word or phrase with a similar meaning (using a thesaurus if necessary). **Example:** Child can use the dictionary to work out the meaning of the word 'inscription' when they find it in a text, and they can use the phrase 'words carved into stone' as a synonym.	Read for a range of purposes, including some more sophisticated or formal texts not primarily intended for children. **Example:** Child can use guidebooks and websites to find out information about a place they are visiting, showing good understanding of the text structure and layout, and using dictionaries or asking questions to help them understand unfamiliar language.	
Y6 term 2	**Ask questions to improve understanding of a text.** **Example:** When reading about a non-fiction topic, child is able to ask appropriate questions to further knowledge of the topic, e.g. about why something happens in the future or what might happen in the future. When reading fiction, child can formulate questions to help understand reasons why a particular event happens.		Start to select information independently from more than one source and often summarise it (in speech or note form). **Example:** When researching a project on the Second World War, child selects appropriate books, websites and other information sources, and can draw together information appropriately in order to present it. When writing a review or answering detailed questions about a story, child can draw on details from across the story, and may sometimes refer to similarities and differences between this and other stories.		**Make comparisons within and across books.** **Example:** Child can identify some ways in which two or three texts are similar or different, e.g. comparing key characters' actions when confronted by similar events, and using inference to explain why their reactions might be different.		**Participate in discussions about books, asking and answering questions, building on their own and others' ideas and challenging views courteously.** **Example:** In a group discussion about a dilemma in a book, child contributes and develops their own ideas in response to others' views and new information. In role-play based on the dilemma, they are able to ask and answer appropriate questions in character.		When prompted, identify uses of language in a non-fiction text that are intended to cause a response in the reader. **Example:** Child can point out examples of emotive language in a persuasive text, or detailed and sequential instructions in a procedural text.			

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	Use knowledge of idiom and figurative language to help understand meaning of a text. **Example:** When child finds an idiom, e.g. 'He let the cat out of the bag,' they recognise the literal meaning does not make sense in the context and can make a sensible guess at the meaning.	Track and retell sequence of events in a longer and more complex novel or sequentially organised non-fiction text. **Example:** After reading a novel, child is able to describe main sequence of events, maybe in the form of a flow chart or numbered list.			Distinguish between statements of fact and opinion in fiction and non-fiction and explain the difference. **Example:** In a text about the role of zoos in animal conservation on a zoo's website, child can distinguish between facts and opinions and recognises that writer is attempting to influence readers' views.		Provide reasoned justifications for their views. **Example:** Child can prepare a well thought-out response to a question about a story or narrative poem, e.g. 'Was the Highwayman a hero or a villain?'	Learn a variety of poems by heart and perform them in a way that conveys the meaning to the audience. **Example:** Child can select a favourite poem to perform, and choose how to perform it in order to enhance the meaning.		Take part in discussion to explore words with different or similar meanings, based on their reading. **Example:** Child is able to find interesting or unusual words in a passage of text, and define them from context or using a dictionary. They can usually find or think of a synonym or alternative word.	Familiar with and can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. **Example:** Child regularly contributes to discussions about the features and language of a wide range of books, including	Read books that are structured in different ways, and read for a range of purposes. **Example:** Child is familiar with the structure and features of a wide range of fiction and non-fiction texts, and can confidently use text structures to navigate around a text. They can read for different purposes, including for enjoyment and in order to find and present specific information.
Y6 term 3	Summarise main ideas drawn from across a chapter or section, identifying key details that support main ideas. **Example:** In a section of a non-fiction book, child can sum up that the main idea is to convey that life in the Second World War was difficult for people in the UK, and supporting details include information about shortages and rationing.		Retrieve, record and present information from fiction and non-fiction. **Example:** When researching a topic, child can use more than one source to locate relevant information, and can record the information in an appropriate format which will help them develop it into a written or oral presentation. When retrieving information from fiction, the child can choose an appropriate format for recording their findings (e.g. notes or margin annotations) and then use these to present their conclusion in an appropriate written or oral format.	Check that text makes sense, discussing their understanding and explaining the meaning of words in context. **Example:** Child spots errors and miscues during reading, even when subject matter of book is relatively unfamiliar, and goes back to make corrections. When asked, child can explain meanings of words from the context, or can use dictionary to find out meanings.	Infer characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. **Example:** Child can use context of what they know about characters to recognise when a character means something different from what they say, e.g. being sarcastic or patronising.	Predict what might happen next in a range of texts, including those which are less predictably structured, based on stated and implied details from the text and their wider reading. **Example:** In a story about a character facing a particular challenge, child can predict how the character might overcome this challenge, drawing on evidence from the text and comparisons with other texts on a similar theme.	Recommend books to peers, giving reasons for their choices and comparing it to other books on the same theme or by the same author. **Example:** Child can explain why someone would like the book and compare it to other books by the same author, or film versions, discussing similarities and differences, e.g. 'If you liked *The Secret Garden* you will love *The Little Princess* because...'	Explain and discuss their understanding of what they have read through formal presentations and debates, maintaining a focus on the topic, using notes appropriately and answering some questions about it. **Example:** After reading about forms of transport, child can argue for or against banning cars, referring to their notes to support their argument, and can answer some questions from the audience.	Discuss and evaluate how authors use figurative language, considering the impact on the reader. **Example:** In response to directed questions, child can identify that a poem about the sun and the moon could be an analogy for two people with very different personalities.		Identify and discuss themes and conventions in and across a wide range of writing. **Example:** Child can identify the theme of heroism in two books they have read and can compare the two heroes, comparing their viewpoints and reactions to a similar situation.	Identify how language, structure and presentation contribute to meaning. **Example:** Child can compare language, structure and presentation of two texts on a similar theme, e.g. a history text and a diary from the same time, explaining how these contribute to the impact on the reader in each text.