Reading Assessment Outcomes

Skills	Stage 6
Word Reading	•Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. •Use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia. •Attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words. •Read fluently, using punctuation to inform meaning. •Read age-appropriate books with confidence and fluency (including whole novels). •Read aloud with intonation that shows understanding.
Comprehension	•Read and discuss a wide range of books and text types, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from our culture and traditions. •Read books that are structured in different ways and read for a range of purposes. •Recognise texts that contain features from more than one text type; making comparisons within and across texts. •Identify and explain how language, structure and presentation contribute to meaning. •Read non-fiction texts to help with my learning. •Recommend books to others and give reasons for my recommendation. •Identify themes in texts and explain how information is related and contributes to meaning as a whole. •Identify and discuss the conventions in and across different text types. •Identify the key points in a text, explaining how the choice of language enhances the meaning of texts. •Recite a range of poems by heart, e.g. narrative verse, sonnet. •Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. •Provide reasoned justification for my views based on the text. •Discuss and evaluate how authors use language including figurative language considering the impact on the reader. •Make predictions from the text from details stated and implied. •Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas in the text, using quotations to illustrate. •Use skimming and scanning strategies to find specific information and establish the main idea. •Draw inferences such as inferring characters' thoughts, feeling and motives from their actions and justifying inferences with evidence. •Identify and explain how writers use grammatical features for effect, for example, the use of short sentences to build tension. •Provide developed explanations for key information and events and for character actions and motivations. •Present a counter-argument in response to others' points of view.

Additional Guidance

Greater Depth Examples	•Explain the structural devices used to organise a text. •Comment on the structural devices used to organise the text. •Read several texts on the same topic to find and compare information. •Explain the main purpose of a text and summarise it succinctly. •Draw inferences from subtle clues across a complete text •Recognise the impact of the social, historical, cultural on the themes in a text. •Comment on the development of themes in longer novels. •Compare and contrast the styles of different writers with evidence and explanation. •Evaluate the styles of different writers with evidence and explanation. •Prepare poems and plays to read aloud and to perform, using body language, tone, pitch and volume to engage the audience. •Compare and contrast the language used in two different texts. •Identify the grammatical features/techniques used to create mood, atmosphere, key messages, and attitudes. •Evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages, and attitudes. •Identify how writers manipulate grammatical features for effect. •Analyse why writers make specific vocabulary choices. •Give a personal response to a range of literature and non-fiction texts, stating preferences and justifying them. •Explain how and why a text has impact on a reader. •Identify how characters change during the events of a longer novel. •Explain the key features, themes and characters across a text. •Compare and contrast characters, themes and structure in texts by the same and different writers. •Explain the author's viewpoint in a text and present an alternative point of view. •Explain an opinion, referring to the text to justify it; Point, Evidence and Explanation (PEE). •Present a counter-argument in response to others' points of view using evidence from the text and explanation (PEE). •Use a combination of skimming, scanning and text marking to find and collate information. •Re-present collated information.