

Independent Reading Targets Year 6

In independent reading and challenging texts shared at whole class level, the child is able to:							
Themes and Conventions and Fluency	E	D	S	Comprehension	E	D	S
Read age-appropriate books with confidence and fluency including whole novels Read aloud with intonation that shows understanding Make comparisons within and across texts discussing themes <i>e.g. heroism such as Rosa Parks, Grace Darling or fictional characters</i> and conventions <i>e.g. narrative conventions in a range of genre, ballads, news reports</i> Identify the main purpose and viewpoint within and across genres and overall effect on the reader <i>e.g. social relationships, community, bias</i> Comment on the differences in author viewpoint of the same event <i>e.g. fictional and factual accounts of the Spanish Armada</i> Some explanation of how context contributes to meaning <i>e.g. how historical context influenced adverts or war reports from different times and places; how a novel relates to when and where it was written</i> Identify and comment on features common to different texts or versions of the same text <i>e.g. characters, settings, presentational features; "In these texts the characters have no positive attributes"; "The writers use openings that imply the character is driving the narrative"; "The texts are all in favour of space exploration".</i>				Clearly identify the most relevant points, including those selected from different places in the text Make comments generally supported by relevant textual reference or quotation Comment on structural choices showing some general awareness of authors' craft <i>e.g. "It tells you all the things burglars can do to a house and then the last section explains how the alarm protects you"</i> Clearly identify various features relating to organisation at text level, including form, with some explanation <i>e.g. "Each section starts with a question as if he's answering the crowd"</i> Distinguish between fact and opinion			
Inference	E	D	S	Language for Effect	E	D	S
Make inferences based on textual evidence <i>e.g. read between the lines and find evidence for the interpretation</i> Provide explanations of inferred meanings drawing on evidence across the text/s <i>e.g. "Eagles are predators because in every chapter it tells you how animals hide and how small animals get caught"</i> Drawing on a range of evidence from different parts of the text, confidently predict in detail using information stated and implied Make structured responses by stating the point, finding evidence and explaining ideas Summarise in depth the main ideas drawn from more than one paragraph, explaining key details that support them				Work out the meaning of words from context Evaluate how authors use language and its effect on the reader Evaluate the impact of figurative language including its effect on the reader Understand and use appropriate terminology to discuss texts <i>e.g. metaphor, simile, analogy, imagery, style and effect</i>			
Independent Reading							
Reads fluently, with concentration, and is able to discuss texts. Maintains expected reading (recorded in reading record) and consistently uses Reading Plus							

