

In Year 6, the children will be taught the following objectives:

Year 6 Word Reading

Apply my growing knowledge of root words, prefixes and suffixes to understand the meaning of new words I meet.

Accurately read commonly confused words without the context and explain the difference in meaning of the words,, e.g. desert/dessert, draft/draught, compliment/complement.

Year 6 Comprehension

Make comparisons (identifying similarities and differences) within a text and across a range of texts (e.g. characters, settings, presentational features, thematic links) including using evidence from the text to support my answers.

Identify and discuss themes within a book and across a range of writing (such as loss or heroism, a moral).

Identify and comment on bias and stereotyping in texts.

Identify and discuss conventions (such as the use of the first person in writing diaries and autobiographies) across a wide range of writing.

Compare characters, settings, themes and other aspects of what I read (within & across books).

Consider different accounts of the same event and discuss why these accounts may be different.

Identify viewpoints (authors and/or characters) and find evidence to justify my thoughts (e.g. 'The children don't like ... because nobody wants to sit next to him', 'Neil Armstrong was nervous when Apollo 11 was launched because he was sweating and his heart was pounding').

Learn a wider range of modern and classic poetry by heart.

Prepare plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Independently, use the context to infer the meaning of a word (inc homophones).

Summarise the main purpose of the text and identify key details that support this (e.g. 'It's all about looking after your teeth because it talks about why you should go to the dentist and foods that are bad to eat').

Make comments which show a deep understanding which are supported by relevant reference or quotation (e.g. selects key information only).

Ask a range of questions to improve my understanding.

Make inferences about characters' feelings, thoughts and motives from their actions (e.g. 'Jill placed the diary into a shoe box and placed it under her bed.' Why do you think Jill did this?)

Justify all inferences with several pieces of evidence from across a text (e.g. People may not think to look in a shoe box and she was putting it out of sight under her bed).

Identify different layers of meaning within a text (e.g. different meanings/connotations of a word; connotations in a political speech or advertisement)

Explain different predictions using details stated and implied (e.g. I think.... or will happen because...).

Identify a range of language features (e.g. metaphor, simile, analogy, personification, imagery, style & effect).

Discuss the effect of a range of language features, (e.g. 'inked up' really describes the blackberries changing colours as they ripen').

Evaluate an author's use of language (e.g. figurative language).

Quickly retrieve information from a non-fiction books (including using either the content page or the index page or other features, e.g. subheadings, bullet points)

Explain how to find information in a non-fiction book.

Locate facts/opinions with texts.

Participate in discussions that build on my own and others' ideas and challenging views courteously.

Explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Provide reasoned justifications for my views.