

Waterville Primary School Progression of Skills in English – Reading

Year 6	<p>National Curriculum The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.</p> <p>Pupils should be taught to: -read easily, fluently and with good understanding -develop the habit of reading widely and often, for both pleasure and information -acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language -appreciate our rich and varied literary heritage -write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences -use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas -are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</p>			
Fluency	Teaching should now concentrate on comprehension skills. Any focus on word reading should support development of vocabulary.			<p>Common Exception Words To read all Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>
Poetry and Performance	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.			
Phonics and Decoding	Vocabulary	Listening and Discussing	Inference and Prediction	Non-Fiction
<p>Read fluently with full knowledge of all Y5/Y6: -exception words, -root words, -prefixes, -suffixes/word endings.</p> <p>Decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>	<p>Analyse and evaluate: -the use of language; -figurative language and how it is used for effect; -using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p> <p>Identify and evaluate the effectiveness of an author's choice and use of language, explaining the impact on the reader.</p>	<p>Read for pleasure.</p> <p>Discuss, compare and evaluate texts in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>Recognise more complex themes in what they read (such as loss or heroism).</p> <p>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</p> <p>Listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>Draw out key information and summarise the main ideas in a text</p> <p>Distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>Compare characters, settings and themes within a text and across more than one text</p>	<p>Consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters).</p> <p>Discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>	<p>Retrieve, record and present information from non-fiction texts.</p> <p>Use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p> <p>Recognise bias, fact and opinion.</p>