

SPOKEN WORD	YEAR 6: READING	
Participation & Presentation	Word reading	Comprehension
I can initiate and lead discussions	I can apply my knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words	I can summarise the main ideas drawn from more than one paragraph, identifying key details which support the main ideas
I can respond to counter-arguments	I can check the book makes sense, discuss my understanding and the meaning of words in context	I can retrieve, record and present information from non-fiction
I can help to progress or manage discussions	I can use the first 3-4 letters of a word to check the spelling and meaning of these in a dictionary	I am increasingly familiar with a wide range of books including myths, legends and traditional stories, modern fiction and fiction from our literary heritage
I can use standard English confidently	I can cope with different features of language in poems and prose e.g. dialect	I understand that texts reflect the time and culture in which they were written
I can prepare and present a particular speaking task competently for a large audience including poems and plays	I can cope with different features of language such as abbreviations, colloquialisms and specialist vocabulary	I can give reasoned justifications for my views
I can discuss my understanding of what I have read through formal presentations and debates	I can use connectives as signposts to indicate a change of tone	I can respond critically to issues raised in stories, locating evidence in the text, and explore alternative courses of action and evaluate the author's solution
I can ask questions to improve my understanding	I can comment on and explain the writer's use of language features	I can identify and discuss themes and conventions in and across a wide range of writing
I can recommend books that I have read, giving reasons for my choices		I can justify why I think inferences and predictions are correct (point, evidence, explain)
I can recite a range of poetry by heart, showing an understanding through intonation, tone and volume		I can use detailed knowledge of text types to make reasoned predictions
I can comment critically on the overall impact of poetry or prose, with reference to the text		I can identify and describe the key characteristics about a writer's or poet's style
I can compare and contrast the styles of individual writers and poets providing examples		I know how style and vocabulary are linked to the purpose of the text
		I can identify and comment on explicit and implicit points of view
		I am beginning to evaluate texts by comparing how different sources treat the same information

		I can identify different character types across a range of texts
		I can identify themes across a range of texts (social, cultural and historical)