

Reading Assessment - Year six

Word Reading	Words with the /i:/ sound spelt ei after c eg The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. Teach exceptions		
	Words ending in -ant, -ance/-ancy, -ent, -ence/-ency eg: observant, observance, (observation), expectant (expectation), innocent, innocence, confident, confidence (confidential)		
	Use of the hyphen eg: co-ordinate, re-enter,		
	Homophones and other words that are often confused. In the pairs of words opposite, nouns end -ce and verbs end -se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound - which could not be spelt c. eg: licence/license, practice/practise		
	Work out the meaning of words from the context of the sentence		
Reading Comprehension	Read age appropriate books with confidence and fluency (include whole novels.)		
	Distinguish between statements of fact and opinion		
	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	2c	
	Read books that are structured in different ways and reading for a range of purposes		
	Ask questions to improve their understanding		
	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	2g	
	Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	2a	
	Retrieve, record and present information from non-fiction	2b	
	Identify and discuss themes and conventions in and across a wide range of writing	2f 2g	
	Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks		
	Provide reasoned justifications for their views.		
	Predicting what might happen from details stated and implied	2e	
	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously		
	Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices		
	Make comparisons within and across books	2f 2g	
	Identify how language, structure and presentation contribute to meaning		
	Learn a wider range of poetry by heart		
	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		
	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	2d	
	Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience		