



# ST. JOHN BOSCO RC PRIMARY SCHOOL

Reading KPI's						Year Group:	6
	Autumn Term		Spring Term		Summer Term		
	1st Half	2nd Half	1st Half	2nd Half	1st Half	2nd Half	
<b>Fiction</b>	<ul style="list-style-type: none"> <li>Use knowledge of root words, prefixes and suffixes to identify the meaning of unfamiliar words and pronounce them, self-correcting for understanding</li> <li>Read aloud with intonation that shows understanding</li> <li>Read and give opinions on the fiction and non-fiction read over the term and develop personal preferences for authors and styles of writing</li> <li>Make comparisons between play scripts and narrative texts; identify similarities and differences and discuss in the impact on the reader</li> <li>Evaluate the effectiveness of dialogue and its purpose within different texts</li> <li>Identify techniques and explain how writers create specific atmospheres</li> </ul>	<ul style="list-style-type: none"> <li>Use knowledge of root words, prefixes and suffixes to identify the meaning of unfamiliar words and pronounce them, self-correcting for understanding</li> <li>Read aloud with intonation that shows understanding</li> <li>Read and give opinions on the fiction and non-fiction read over the term and develop personal preferences for authors and styles of writing</li> <li>Identify and explain the purpose of different features of different forms of writing and how they appeal to specific audiences</li> </ul>	<ul style="list-style-type: none"> <li>Use knowledge of root words, prefixes and suffixes to understand and pronounce new words with minimal impact on fluency</li> <li>Use a range of strategies for working out unfamiliar words including using the context and use of any root words, prefixes or suffixes to help to determine the definition</li> <li>Identify language, including figurative language the write has chosen for impact, discuss and evaluate the impact on the reader</li> <li>Provide explanations of inferred meanings drawing on evidence across the text</li> <li>Predict what might happen from what is stated and implied</li> <li>Identify strategies writers use to demonstrate shifts in time</li> </ul>	<ul style="list-style-type: none"> <li>Use knowledge of a wider range of root words, prefixes and suffixes to read fluently and interpret new words in the contexts of what is read</li> <li>Discuss how reading preferences have developed through experiences of reading a wide range of fiction and non-fiction throughout the year</li> <li>Explain how meaning is enhanced through choice of words and phrases</li> <li>Explain the meaning of words and phrases in context including archaic language and figurative language</li> <li>Identify and discuss how the writer has used word, structural, audible and visual techniques to create an intentional effect on the reader</li> </ul>			
<b>GDS</b>	<ul style="list-style-type: none"> <li>Compare the use of features when writing in different formalities and for different purposes and audiences</li> <li>Evaluate how effectively the writer has met the purpose of the writing and appealed to the intended audience(s)</li> <li>Explain how language choices, sentence structure and grammar will change to change the atmosphere</li> <li>Independently use appropriate terminology to discuss texts e.g. metaphor, simile, analogy, imagery, style and effect</li> <li>Explain how meaning is enhanced through choice of words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Compare the use of features when writing in different formalities and for different purposes and audiences</li> <li>Evaluate how effectively the writer has met the purpose of the writing and appealed to the intended audience(s)</li> <li>Explain how language choices, sentence structure and grammar will change to change the atmosphere</li> <li>Independently use appropriate terminology to discuss texts e.g. metaphor, simile, analogy, imagery, style and effect</li> <li>Explain how meaning is enhanced through choice of words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Summarise in depth the main ideas drawn from more than one paragraph, explaining key details that support them</li> <li>Evaluate the strategies writers use when writing in a non-linear structure, noting the impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>Use implied and multi-layered meaning to predict what might happen</li> <li>Reason about the meaning of words and phrases, making links and seeking relationships with other words and phrases to support explanations</li> <li>Explain and evaluate how writers and themselves as writers, have effectively demonstrated an assured and conscious control over levels of formality with reference to the manipulation of grammar and vocabulary</li> </ul>			



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<b>Non-Fiction</b>	<ul style="list-style-type: none"> <li>Use knowledge of root words, prefixes and suffixes to identify the meaning of unfamiliar words and pronounce them, self-correcting for understanding</li> <li>Read aloud with intonation that shows understanding</li> <li>Read and give opinions on the fiction and non-fiction read over the term and develop personal preferences for authors and styles of writing</li> <li>Give and explain the meaning of words in context</li> <li>Skim and scan a text finding evidence quickly</li> <li>Retrieve and record information accurately</li> </ul>	<ul style="list-style-type: none"> <li>Use knowledge of root words, prefixes and suffixes to identify the meaning of unfamiliar words and pronounce them, self-correcting for understanding</li> <li>Read aloud with intonation that shows understanding</li> <li>Read and give opinions on the fiction and non-fiction read over the term and develop personal preferences for authors and styles of writing</li> <li>Give and explain the meaning of words in context</li> <li>Skim and scan a text finding evidence quickly</li> <li>Retrieve and record information accurately</li> </ul>	<ul style="list-style-type: none"> <li>Use knowledge of root words, prefixes and suffixes to understand and pronounce new words with minimal impact on fluency</li> <li>Clearly identify the most relevant points, including those selected from different places in the text; summarising ideas from more than one paragraph</li> <li>Use a range of strategies for working out unfamiliar words including using the context and use of any root words, prefixes or suffixes to help to determine the definition</li> <li>Identify distinctive language, structural and presentational features in persuasive and discursive texts, demonstrating an understanding of how these help the reader draw meaning from the text</li> <li>Efficiently skim and scan a text finding evidence at speed</li> <li>Identify and explain persuasive techniques including stylistic and vocabulary choices</li> </ul>	<ul style="list-style-type: none"> <li>Use knowledge of root words, prefixes and suffixes to understand and pronounce new words with minimal impact on fluency</li> <li>Use a range of strategies for working out unfamiliar words including using the context and use of any root words, prefixes or suffixes to help to determine the definition</li> <li>Participate in discussion about texts read expressing views and preferences about authors and genres, justifying them with reference to the text</li> <li>Identify distinctive language, structural and presentational features in persuasive and discursive texts, demonstrating an understanding of how these help the reader draw meaning from the text</li> <li>Efficiently skim and scan a text finding evidence at speed</li> </ul>	<ul style="list-style-type: none"> <li>Discuss how reading preferences have developed through experiences of reading a wide range of fiction and non-fiction throughout the year</li> <li>Identify distinctive language, structural and presentational features in non-fiction texts, demonstrating an understanding of how these help the reader draw meaning from the text</li> <li>Justify views about texts, offering coherent evidence to support it</li> <li>Efficiently skim read a text for the main idea</li> <li>Efficiently scan a text for specific words and phrases</li> <li>Summarise main ideas, identifying key detail and using quotations for illustration</li> <li>Retrieve, record and re-cast information from non-fiction</li> </ul>		
	<ul style="list-style-type: none"> <li>Evaluate how effectively the writer has met the purpose of the writing and appealed to the intended audience(s)</li> <li>Note how the writer has demonstrated assured and conscious control over levels of formality and how this changes when the audience or form is different</li> <li>Identify the main ideas within paragraphs and produce a succinct summary</li> </ul>	<ul style="list-style-type: none"> <li>Independently make structured responses by stating the point, finding evidence and explaining ideas</li> <li>Distinguish opinions and assertions from facts, questioning what they read and looking for evidence to support questions within a text or in footnotes or references</li> <li>Evaluate the impact of combining text types and the purpose of doing so</li> <li>Identify and discuss how the writer has used word, structural, audible and visual techniques to create an intentional effect on the reader</li> </ul>	<ul style="list-style-type: none"> <li>Identify and discuss the tone and register in what is read with reference to the text to justify opinions</li> </ul>				



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Poetry

- Independently use appropriate terminology to discuss texts e.g. metaphor, simile, analogy, imagery, style and effect
- Explain how meaning is enhanced through choice of words and phrases

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