

Year 6 Reading Progression

Reading Aloud	Word Reading	Vocabulary	Inference	Prediction	Explanation	Retrieval	Summarising
Discuss recurring literary language across poetry and narratives linked to age-appropriate texts and texts children read independently	Applying phonics (all children) Using strategies to accurately blend sounds in unfamiliar words*, especially recognising alternative sounds (graphemes/word families) <i>*vocabulary linked to your own tiered vocabulary, word lists, words from topics and curriculum subjects and words spelling rules taught at each year group.</i>	Explore the meaning of words in different contexts within fiction and non-fiction	Draw inferences across texts about characters' viewpoints, authors' viewpoints and themes	Predict what may happen based on their wider understanding of content and themes	Explain and extend their own views and challenge the views of others, based on a text.	Use skimming and scanning to locate information selectively and precisely across a range of sources.	Summarise ideas, events and information throughout a text and across texts.
Recite poems by heart, using intonation, tone and volume to emphasise key elements of the poem and provoke a response in the listener	Apply their knowledge of root words, prefixes and suffixes to read aloud and without undue hesitation*	Use age appropriate dictionaries and thesauri to check the meanings of words	Justify their inferences and views with a variety of references from across texts and by comparing sources and considering the reliability of information	Predict what may happen based on their wider understanding of content and themes	Distinguish between fact, opinion and bias Explain their thinking through referring to key details and comparisons	Use contents, indexes, glossaries and sub-headings to locate relevant information	Identify how the same theme is represented across texts.
Read aloud and perform texts, refining their performance to illustrate subtleties	<i>Note unusual correspondences and identify where these occur in the word, in relation to the Y5/6-word list</i>	Evaluate how and why authors use words to develop, shades of meaning.	Identify how the structure and presentation of texts* contributes to the meaning <i>*age-appropriate</i>		Explain and extend their own views and challenge the views of others, based on a text.	Identify the structural conventions of non-fiction in relation to the text type Make notes from several sources to gather information.	Discuss their understanding of both texts they have read independently and those read to them
Discuss recurring literary language across poetry and narratives linked to age-appropriate texts and texts children read independently	Check that the text makes sense to them as they read and correct inaccurate reading	Explore the meaning of words in different contexts within fiction and non-fiction	Draw inferences across texts about characters' viewpoints, authors' viewpoints and themes			Make choices about the most efficient techniques to make notes Refine notes by disregarding unreliable information.	Summarise ideas, events and information throughout a text and across texts.
	For children who didn't make the required phonic standard by Y2 Correctly and quickly read the graphemes for all 40+ phonemes, including the alternatives (graphemes/word families) – guidance use AfL to target the particular sound or family required. <i>AfL: what do the children need to help them read fluently and understand?</i>					Use skimming and scanning to locate information selectively and precisely across a range of sources.	
	Applying phonics (all children) Using strategies to accurately blend sounds in unfamiliar words*, especially recognising alternative sounds (graphemes/word families) <i>*vocabulary linked to your own tiered vocabulary, word lists, words from topics and curriculum subjects and words spelling rules taught at each year group.</i>						