



Year 6 Reading Progression Skills



Key to Reading Skills	
READ	Word reading and general reading behaviour
R	Recall and retrieval
E	Exploring the author's language and point of view
A	Analysis of structure and organisation
D	Deduction and inference

1. Can work out the meaning of unknown words and phrases by relating to known vocabulary as well as from the way they are used in context, (D)
2. Can read aloud with pace, fluency and expression, taking punctuation, presentation and author's intent into account. (READ)
3. Can confidently skim and scan non-fiction texts to speed up research. (R)
4. Can refer back to the text to support predictions, thoughts and opinions, being able to elaborate in order to provide reasoned justifications. (R/D)
5. Can recognize text features within mixed-genre texts. (A)
6. Can identify and discuss features of fiction genres, e.g. science fiction, adventure, mystery etc. (A)
7. Can identify the point of view of some texts and how this impacts on the reader. (D/E)
8. Can summarize information from different points in the same text or across a range of texts, (R)
9. Can clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts, (R)
10. Can use quotations and text references to support ideas and arguments. (R/D)
11. Can explain a character's motives throughout a text and use evidence from the text to back up opinions. (D)
12. Can confidently infer and deduce meaning based on evidence drawn from different points in the text and wider experiences. (D)
13. Can recognize which character the writer wants the reader to like or dislike, (E/D)
14. Can identify and discuss implicit and explicit points of view intents, referring back to the text to support thoughts and ideas. (D)
15. Can comment on the success of a text providing evidence that refers to language, theme and style (E)
16. Can recognize the use of irony and comment on the writer's intention eg. sarcasm, insincerity, mockery. (E)
17. Can reflect on the wider consequences or significance of information, ideas or events in the text as a whole e.g. how one small incident altered the whole course of the story). (D)
18. Can investigate texts to confirm and justify reasoned predictions and opinions. (R/D)
19. Can explain how the structural choices support the writer's theme or purpose (e.g. in fiction, decisions about plot structure, character development or flash backs/flash forwards; in non-fiction, looking at how a writer organizes information so that the reader can compare/contrast ideas, and devices and decisions the writer has made in multi-genre texts). (A)
20. Can evaluate relationships between characters, e.g. how characters behave in different ways as they interact with different people and/or different settings and consider the relative importance of these instances when evaluating a character's actions) referring back to the text to support thoughts and judgements. (D)
21. Can explain how the author has used different language features (e.g. figurative language, vocabulary choice, use of specific grammatical convention and the effect of these on the reader.) (E)
22. Can unpick the details of the different layers of meaning in texts, eg. children use language to discuss texts such as: "This could be interpreted as ...", "On the other hand ...", "Perhaps the writer is suggesting ...", "One way of looking at this is that .., whilst another could be ... (D)