



Reading Stage 6



Read and discuss a wide range of fiction, poetry, plays, non-fiction.

For statements to be completely embedded they should be demonstrated when reading or responding to a range of texts.

Book band Guidance		Texts should be ORT Book Band Level or equivalent: Stage 15/Riddell and Morpurgo Working Towards Expected		Texts should be ORT Book Band Level or equivalent: Morpurgo and Rowling Working at Expected		Texts should be ORT Book Band Level or equivalent: Rowling and Tolkien Working at Greater Depth	
		Word Reading		Word Reading		Word Reading	
Word Reading		Draw on a variety skills to decode unfamiliar words.		Read unfamiliar words without detectable use of decoding strategies.			
Accuracy & Fluency		Read with increasing confidence and fluency.		Read age appropriate books with confidence and fluency.		Read challenging texts/books with confidence and fluency.	
Stamina		Develop reading stamina – read more of an ability related text in a suitable period of time.		Read with increased stamina – read more of an ability related text in a suitable period of time.		Read with increased stamina – reading more of an ability related text in a suitable period of time.	
Pace		Silent reading pace is quicker than reading aloud.		Read a lengthy, unfamiliar piece of text in a short amount of time.		Read a lengthy, unfamiliar piece of text in a short amount of time.	
		Comprehension		Comprehension		Comprehension	
Expression & intonation		Read aloud with some intonation that shows understanding of stated meaning (character, plot and sentence structure).		Read aloud with intonation that shows understanding of stated and implied meaning (character, plot and sentence structure).		Read aloud with intonation that shows understanding of stated and implied meaning (character, plot and sentence structure).	
Word meaning	2C1	*	Give the meaning of unusual/challenging words encountered in their book stage/band. 2a	*	Give the meaning of unusual/challenging words encountered in their book stage/band. 2a	*	Give the meaning of unusual/challenging words encountered in their book stage/band. 2a
	2C2		Begin to use other skills to work out the meaning of unfamiliar words and phrases (e.g. inference, substitution of synonyms).		Employ a wide range of skills to work out the meaning of words and phrases (inference, substitution of synonyms, elimination through trial and error, knowledge of root/prefix/suffix, general knowledge)	*	Employ a wide range of skills to work out the meaning of words and phrases (inference, substitution of synonyms, elimination through trial and error, knowledge of root/prefix/suffix, general knowledge)
Sequencing		*	Identify and explain the sequence of events in texts and how items of information are related. Order events/facts as they appear in the text	*	Identify and explain the sequence of events in texts and how items of information are related. Retell/order events/facts as they appear in the text	*	Identify and explain the sequence of events in texts and how items of information are related. Retell/order events/facts as they appear in the text
2C3/2C4/2C5 Summarising		*	Identify the main ideas of a text. 2c	*	Identify and summarise main ideas from more than 1 paragraph. 2c Prioritise information in order of importance.	*	Summarise main ideas, identifying key details and using quotation for illustration. 2c
2C6/2C7 Text Structure		*	Locate, retrieve and draw from a source independently, in order to answer questions / present information. 2b	*	Locate, retrieve and draw from a variety of sources independently, in order to answer questions / present information. 2b	*	Locate, retrieve and draw from a variety of sources independently, in order to answer questions / present information with precision. 2b
2C8 Retrieval			Interpret from question words How? Why?, the type of information needed and give the necessary answer (literal response with no explanation or justification).		Interpret from the question words How? Why?, the type of information needed, with some reasoning.		Interpret from the question words How? Why?, the type of information needed and justify answers clearly, with relevant information.
					Use skills of retrieval but on finding omittance of information, make inference.		Use skills of retrieval but on finding omittance of information, make inference.
					Locate information by searching for key words but identifying associated words thus interpreting the information to answer the question.		Locate information by searching for key words, but where there are none, identify associated words thus interpreting the information to answer the question.
		*	Identify language, structure and presentational features of texts. 2f	*	Identify language, structure and presentational features of texts. 2f	*	Explain how the language, structure and presentational features of a text contributes to the meaning. 2f
2C9 Comparisons			Make comparisons within a text. 2h		Make comparisons within and across books. 2h		Make comparisons within and across books. 2h

2C10 Fact/Opinion	*	Identify facts in order to answer true or false. Begin to distinguish between statements of fact and opinion. 2b	*	Identify facts in order to answer true or false. Distinguish between statements of fact and opinion. 2b	*	Identify facts in order to answer true or false. Distinguish between statements of fact and opinion. 2b
	**	Make inferences based on a good understanding and recall of what they have read in the book so far with explanation. 2d	**	Draw and explain inferences from what they have read, revising as they encounter new information. 2d	**	Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence whilst revising as they encounter new information. 2d
MI3 Prediction		Make more detailed predictions based on details stated and implied; drawing on a wider reading experience (typical themes, conventions, plots, character arcs). Justify their predictions with reference to the text. Revise predictions based on new information read.		Make more detailed predictions based on details stated and implied, drawing on a wider reading experience (typical themes, conventions, plots, character arcs). Justify their predictions with reference to the text. Continuously and automatically revise predictions based on new information read. 2e		Make more detailed predictions based on details stated and implied; drawing on a wider reading experience (typical themes, conventions, plots, character arcs). Justify their predictions with reference to the text. Continuously and automatically revise predictions based on new information read. 2e
Lfe1 Language		Comment on the writer's use of words, phrases and language features including figurative language. 2g		Comment on the writer's use of words, phrases and language features including figurative language and consider how this impacts on the reader. 2g	*	Analyse how writer's use of words, phrases language features, including figurative language, create meaning and effects and develop an appreciation. 2g
2TC1/2TC2 Themes & Conventions		Identify and comment on the themes and conventions of a range of texts.		Identify and comment on the themes and conventions of a range of texts		Discuss themes and conventions in different genres and forms.

Dependence

Independence



Independent Reader

Mature Independent Reader

Independent Reader	<p>Independent readers are self-motivated, confident and experienced, and may be pursuing particular interests through reading. They are capable of tackling some demanding texts and can cope well with the reading of the wider curriculum. They read thoughtfully and appreciate shades of meaning. They are capable of locating, retrieving and drawing on a variety of sources in order to research a topic independently and of presenting information to the reader. Across a range of texts, they can distinguish between statements of fact and opinion.</p> <p>Students at this stage will be willing to take on more extended and more challenging texts. They become more fluent and experienced across the wide range of reading demands that exist in the primary classroom. They make predictions based on details stated and implied. With encouragement, these children become more critical of what they read, and what writers have to say, as well as beginning to notice the effect that writing has on them as a reader.</p> <p>They comment on how organisational structures and language, including figurative language, are used to contribute to meaning and how this impacts on the reader. They express views formed through both independent reading and the books that are read to them, explaining and justifying personal opinions, and courteously challenge those of others whose views may differ from those of their own.</p>
Mature, Independent Reader	<p>Mature, independent readers are enthusiastic and reflective, with strong established tastes across a range of genres and reading materials. They enjoy pursuing their own reading interests independently and have read and demonstrate familiarity with a wide range of books. They can handle a wide range of texts, including some young adult texts. They recognise that different kinds of texts require different styles of reading. Readers at this stage can identify the effect of a text on the reader, with some explicit explanation as to how that effect has been created.</p> <p>They can identify themes and conventions demonstrating, through discussion and comment, an understanding of their use in and across a wide range of writing. They are able to evaluate evidence drawn from a variety of information sources. They can explain and discuss their understanding of what they have read in a variety of ways including cross-curricular presentations or writing.</p> <p>Students at this level are developing critical awareness as readers, analysing how the language, form and structure are used by a writer to create meanings and effects, and developing an appreciation of how particular techniques and devices achieve the effects they do. They become more able to question and/or admire aspects of content, form and function. They also come to realise that some texts contain elements of prejudice, which they learn to recognise, criticising texts and/or illustrations that are biased. Such readers are also extending their understanding of features such as ambiguity or irony. They can compare writers' ideas and perspectives, as well as how these are conveyed.</p>