

Netherbrook Primary School
Year 6 Reading Assessment

Name:

Class:

All assessment points relate to age appropriate texts.

Word Reading

Target met

1	I can apply my growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet. I can read and understand the meaning of the following words from our word list. accommodate; accompany; according; achieve; aggressive; amateur; ancient; apparent; appreciate; attached; available; average; awkward; bargain; bruise; category; cemetery; committee; communicate; community; competition; conscience*; conscious*; controversy; convenience; correspond; criticise (critic + ise); curiosity; definite; desperate; determined; develop; dictionary; disastrous; embarrass; environment; equip (-ped, -ment); especially; exaggerate; excellent; existence; explanation; familiar; foreign; forty; frequently; government; guarantee; harass; hindrance; identity; immediate(ly); individual; interfere; interrupt; language; leisure; lightning; marvellous; mischievous; muscle; necessary; neighbour; nuisance; occupy; occur; opportunity; parliament; persuade; physical; prejudice; privilege; profession; programme; pronunciation; queue; recognise; recommend; relevant; restaurant; rhyme; rhythm; sacrifice; secretary; shoulder; signature; sincere(ly); soldier[stomach; sufficient; suggest; symbol; system; temperature; thorough; twelfth; variety; vegetable; vehicle; yacht; year	
2	I can independently read texts fluently and effortlessly across the curriculum	
3	I can read aloud with appropriate intonation, tone and volume to maintain interest	

Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding

4	I can recommend books that I have read to my peers, giving reasons for my choices	
5	I can identify themes and conventions in and across a wide range of writing	
6	I can discuss themes and conventions in and across a wide range of writing	
7	I can make comparisons within and across books	
8	I can prepare plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	

Understand both the books that they can already read accurately and fluently and those that they listen to

9	I can check that books makes sense to me, discussing and exploring the meaning of words in context	
10	I can ask questions to improve my understanding	
11	I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	
12	I can predict what might happen from details stated and implied	
13	I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	
14	I can identify how structure contributes to meaning	
15	I can identify how presentation contributes to meaning	
16	I can discuss how authors use language, including figurative language, considering the impact on the reader	
17	I can evaluate how authors use language, including figurative language, considering the impact on the reader	
18	I can distinguish between statements of fact and opinion	
19	I can retrieve information from non-fiction	
20	I can record and present information from non-fiction	
21	I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously	
22	I can explain and discuss my understanding of what I have read, maintaining a focus on the topic and using notes where necessary	
23	I can explain and discuss my understanding of what I have read through formal presentations maintaining a focus on the topic and using notes where necessary	
24	I can explain and discuss my understanding of what I have read through debates, maintaining a focus on the topic and using notes where necessary	
25	I can provide reasoned justifications for my views	