

**Ashill Community Primary School**  
**National Curriculum Objectives with Child Speak Targets**  
**Year 6 Reading**



Pupil's Name:

Emerging: 10%-39%, Developing 40%-69% Secure 70% (must include key objectives)

Autumn Term:

Spring Term:

Summer Term:

Strand	National Curriculum Objective	Child Speak Target
Word	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	<i>I use the words and word parts that I can read and understand already to think about what new words mean and sound like.</i>
Comprehension	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	<i>I continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books as well as text books.</i>
Comprehension	Reading books that are structured in different ways and reading for a range of purposes.	<i>I understand what I read, even though books are set out in different ways and are written for different purposes.</i>
Comprehension	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	<i>I am becoming familiar with a wide range of books from our own literary heritage and also books from other cultures and traditions.</i>
Comprehension	Recommending books that they have read to their peers, giving reasons for their choices.	<i>I like to recommend books I have read to my friends.</i>
Comprehension	Identifying and discussing themes and conventions in and across a wide range of writing.	<i>I am able to identify and discuss themes and conventions in and across a wide range of writing.</i>
Comprehension	Making comparisons within and across books.	<i>I can make comparisons within and across books I have read.</i>
Comprehension	Learning a wider range of poetry by heart.	<i>I have learnt a wider range of poems by heart.</i>
Comprehension	Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	<i>I am able to read aloud and perform poems and plays, and use appropriate intonation, tone and volume to help the audience with their own understanding.</i>
Comprehension	Checking that the book makes sense to them, discussing their understanding and	<i>I check my understanding of books I have read through discussion and exploring the</i>

	exploring the meaning of words in context.	<i>meaning of words.</i>
Comprehension	Asking questions to improve their understanding.	<i>I can ask questions about what I have read to further improve my understanding.</i>
Comprehension	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	<i>I show my understanding of what I have read by drawing inferences from within the text and justifying them with evidence.</i>
Comprehension	Predicting what might happen from details stated and implied.	<i>From my reading, I can predict what may happen in a story from details given and suggested in the text.</i>
Comprehension	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	<i>I am able to identify key details and ideas in texts by summarising a given number of paragraphs I have read.</i>
Comprehension	Identifying how language, structure and presentation contribute to meaning.	<i>I can show how language, structure and presentation all contribute to meaning in texts I read.</i>
Comprehension	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	<i>I know authors use particular language which will have impact on me, the reader.</i>
Comprehension	Distinguish between statements of fact and opinion.	<i>I can distinguish between statements of fact and opinion.</i>
Comprehension	Retrieve, record and present information from non-fiction.	<i>I can retrieve, record and present information from non-fiction.</i>
Comprehension	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.	<i>I participate in discussions about books I have read, or those that have been read to me by listening to others' ideas and at times challenging views courteously if they differ from my own.</i>
Comprehension	Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.	<i>I can present or debate on topics I have read about, using notes if necessary.</i>
Comprehension	Provide reasoned justifications for their views.	<i>I am able to justify my views.</i>