

<b>Year 6</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Decoding</b>	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cue	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cue	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cue	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cue	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cue	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cue
<b>Fluency</b>	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary					
<b>Understanding</b>	I can summarise ideas, events and information throughout a text and across topics	I can summarise ideas, events and information throughout a text and across topics	I can summarise ideas, events and information throughout a text and across topics	I can summarise ideas, events and information throughout a text and across topics	I can summarise ideas, events and information throughout a text and across topics	I can summarise ideas, events and information throughout a text and across topics
	I can select pertinent quotations to support my own opinions	I can select pertinent quotations to support my own opinions	I can select pertinent quotations to support my own opinions	I can select pertinent quotations to support my own opinions	I can select pertinent quotations to support my own opinions	I can select pertinent quotations to support my own opinions
	I can point, evidence explain, evaluate					
	I can navigate several texts simultaneously to select and compare	I can navigate several texts simultaneously to select and compare	I can navigate several texts simultaneously to select and compare	I can navigate several texts simultaneously to select and compare	I can navigate several texts simultaneously to select and compare	I can navigate several texts simultaneously to select and compare
	I can sift the relevant information the irrelevant and distinguish between fact and opinion, bias and objectivity.	I can sift the relevant information the irrelevant and distinguish between fact and opinion, bias and objectivity.	I can sift the relevant information the irrelevant and distinguish between fact and opinion, bias and objectivity.	I can sift the relevant information the irrelevant and distinguish between fact and opinion, bias and objectivity.	I can sift the relevant information the irrelevant and distinguish between fact and opinion, bias and objectivity.	I can sift the relevant information the irrelevant and distinguish between fact and opinion, bias and objectivity.
<b>Inference and prediction</b>	I can effectively select sentences, phrases and relevant information to convincingly justify my opinions	I can effectively select sentences, phrases and relevant information to convincingly justify my opinions	I can effectively select sentences, phrases and relevant information to convincingly justify my opinions	I can effectively select sentences, phrases and relevant information to convincingly justify my opinions	I can effectively select sentences, phrases and relevant information to convincingly justify my opinions	I can effectively select sentences, phrases and relevant information to convincingly justify my opinions
	I can consider alternative interpretations and select the most plausible	I can consider alternative interpretations and select the most plausible	I can consider alternative interpretations and select the most plausible	I can consider alternative interpretations and select the most plausible	I can consider alternative interpretations and select the most plausible	I can consider alternative interpretations and select the most plausible
	I can identify the techniques the author has used to create moods, feelings, messages and attitudes	I can identify the techniques the author has used to create moods, feelings, messages and attitudes	I can identify the techniques the author has used to create moods, feelings, messages and attitudes	I can identify the techniques the author has used to create moods, feelings, messages and attitudes	I can identify the techniques the author has used to create moods, feelings, messages and attitudes	I can identify the techniques the author has used to create moods, feelings, messages and attitudes
<b>Authorial Intent/word meanings</b>	I can describe how the author has used personification or alliteration to create stronger images.	I can describe how the author has used personification or alliteration to create stronger images.	I can describe how the author has used personification or alliteration to create stronger images.	I can describe how the author has used personification or alliteration to create stronger images.	I can describe how the author has used personification or alliteration to create stronger images.	I can describe how the author has used personification or alliteration to create stronger images.
	I can recognise the need for the author to	I can recognise the need for the author to	I can recognise the need for the author to	I can recognise the need for the author to	I can recognise the need for the author to	I can recognise the need for the author to

	manipulate narrative , pace and setting to reflect mood.					
	I can explain how choice of language enables the development of meaning beyond the literal	I can explain how choice of language enables the development of meaning beyond the literal	I can explain how choice of language enables the development of meaning beyond the literal	I can explain how choice of language enables the development of meaning beyond the literal	I can explain how choice of language enables the development of meaning beyond the literal	I can explain how choice of language enables the development of meaning beyond the literal
	I can see how the author's use of a range of figurative language enhances the narrative	I can see how the author's use of a range of figurative language enhances the narrative	I can see how the author's use of a range of figurative language enhances the narrative	I can see how the author's use of a range of figurative language enhances the narrative	I can see how the author's use of a range of figurative language enhances the narrative	I can see how the author's use of a range of figurative language enhances the narrative
	I can identify and discuss irony and its effects	I can identify and discuss irony and its effects	I can identify and discuss irony and its effects	I can identify and discuss irony and its effects	I can identify and discuss irony and its effects	I can identify and discuss irony and its effects
<b>Discussing Reading</b>	I can show awareness of the authors ability to convey feelings through a series of images rather than direct statements	I can show awareness of the authors ability to convey feelings through a series of images rather than direct statements	I can show awareness of the authors ability to convey feelings through a series of images rather than direct statements	I can show awareness of the authors ability to convey feelings through a series of images rather than direct statements	I can show awareness of the authors ability to convey feelings through a series of images rather than direct statements	I can show awareness of the authors ability to convey feelings through a series of images rather than direct statements
	I can see how an author controls he pace of a story to manipulate suspense	I can see how an author controls he pace of a story to manipulate suspense	I can see how an author controls he pace of a story to manipulate suspense	I can see how an author controls he pace of a story to manipulate suspense	I can see how an author controls he pace of a story to manipulate suspense	I can see how an author controls he pace of a story to manipulate suspense
	I can differentiate between fact and opinion in media texts, detect bias, stereotyping	I can differentiate between fact and opinion in media texts, detect bias, stereotyping	I can differentiate between fact and opinion in media texts, detect bias, stereotyping	I can differentiate between fact and opinion in media texts, detect bias, stereotyping	I can differentiate between fact and opinion in media texts, detect bias, stereotyping	I can differentiate between fact and opinion in media texts, detect bias, stereotyping