



| Y6 Reading Assessment Grids |   |     |   |   |
|-----------------------------|---|-----|---|---|
| NC                          | Specific area   | No. | To be working at the expected standard, children need to be able to:  |   |
| Word Reading                | Phonics / Blending  | 1   |   |   |
|                             | Prefixes / suffixes / root words / contractions                   | 2   | Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet |   |
|                             | CEW   | 3   |   |   |
|                             | Fluency   |     | 4   | Read fluently, decoding unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.  |
|                             |   |     | 5   | Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context   |
|                             |   |     | 6   | Ask questions to improve their understanding  |
|                             | Range of texts  |     | 7   | 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 with clear reasoning       |
|                             |   |     | 8   | Read books that are structured in different ways and reading for a range of purposes  |
|                             |   |     | 9   | 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                      |
|                             |   |     | 10  | Distinguish between statements of fact and opinion  |
|                             | Familiarity with texts  |     | 11  | Increase 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 |
|                             |   |     | 12  | Recommend books that they have read to their peers, giving reasons for their choices  |
| Comprehension               | Vocab 2a  | 13  | Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context                       |   |
|                             | Retrieval 2b  | 14  | Retrieve, record and present information from non-fiction over a wide range of subjects in informal notes and formal presentations          |   |
|                             | Summarising 2c  | 15  | Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas                            |   |
|                             | Inference 2d  |     | 16  | Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  |
|                             |   |     | 17  | Provide reasoned justifications for their views   |
|                             | Prediction 2e   | 18  | Predict what might happen from details stated and implied   |   |
|                             | Relationship Word Choice Comparison / authorial intent 2f, 2g, 2h |     | 19  | Identify and discuss themes and conventions in and across a wide range of writing   |
|                             |   |     | 20  | Make comparisons within and across books  |
|                             |   |     | 21  | Identify how language, structure and presentation contribute to meaning   |
|                             |   |     | 22  | Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader  |
|                             | Poetry and performance  |     | 23  | Learn a wider range of poetry by heart  |
|                             |   |     | 24  | Prepare 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   |