

ASSESSMENT GRID FOR READING YEAR 6

	STAGE D: Typical Range of Year 6 Attainment		
	6.1	6.2	6.3
	Beginning to develop Y6 expectations	Embedding understanding of Y6 expectations	Demonstrates mastery and application of Y6 expectations
AF1: use a range of strategies including accurate decoding of text to read for meaning	Applies their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in POS Appendix 1, both to read aloud and to understand the meaning of new words they meet. Can prepare readings with appropriate intonation to show their understanding and infer the meaning of unfamiliar words.		
	Can, with increasing confidence, determine both the meaning and pronunciation of unfamiliar words to improve understanding of a sentence or paragraph e.g. <i>focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation'</i>		Can determine both the meaning and pronunciation of unfamiliar words to improve understanding of a sentence or paragraph e.g. <i>focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation'</i>
	Can read for a sustained period of time and discuss what they have read.		
AF2: understand, describe, select or retrieve information, events or ideas from texts & use quotation & reference to text	In guided sessions can summarise the main ideas drawn from more than one paragraph and identify key details and facts	With increasing independence can summarise the main ideas drawn from more than one paragraph and identify key details and facts	Can independently summarise the main ideas drawn from more than one paragraph and identify key details and facts
AF3: deduce, infer or interpret information, ideas or events from text	In guided sessions, comments develop explanation of inferred meanings on characters' thoughts, feelings and motives for their actions, drawing on evidence across the text, e.g. <i>'you know her dad was lying because earlier she saw him take the letter'</i>	Comments develop explanation of inferred meanings on characters' thoughts, feelings and motives for their actions, drawing on evidence across the text, e.g. <i>'you know her dad was lying because earlier she saw him take the letter'</i>	With increasingly complex texts draws inferences such as inferring characters' feelings, thoughts and motives for their actions, and justifying inferences with evidence
	Considers how implied and multi-layered meanings are created	Evaluates the effect of implied and multi-layered meanings	Using implied and multi-layered meanings will predict what might happen from details stated and implied
AF4: identify & comment on the structure & organisation of texts, including grammatical & presentational features at text level.	With increasingly complex texts can comment on the use of organisational and language features	Is beginning to apply what they know about text features e.g. <i>Why has author set out this leaflet like this – could they have been written any other way? The child can evaluate the features and suggest alternatives (using their knowledge of purpose and audience)</i>	Can apply what they know about text features e.g. <i>Why has author set out instructions like this – could they have been written any other way? The child can evaluate the features and suggest alternatives (using their knowledge of purpose and audience)</i>
AF5: explain & comment on writers' use of language, including grammatical & literary features at word and sentence level	Is able to identify imagery and figurative language e.g. <i>Why has the writer compared the moon to a ghostly galleon?</i>	Can give reasons for the use of imagery and figurative language e.g. <i>'The writer used this simile because it made you feel... The poet created mood by using a metaphor to describe the tension.'</i>	Evaluate how authors use language, including figurative language, considering the impact on the reader e.g. <i>'The road was a ribbon of moonlight, over the purple moor'</i> How does Noyes use words to create such a vivid picture? Could he have used another writing technique? Would it have been as effective?
AF6: Identify & comment on writers' purposes and viewpoints, & the overall effect of the text on the reader	Participate in discussions about books read to them and those they can read themselves, building on and developing their own ideas	Participate in discussions about books read to them and those they can read themselves, developing their own ideas and building on the ideas of others	Participate in discussions about books read to them and those they can read themselves, building on their own and others ideas, challenging ideas courteously
AF7: relate texts to their social, cultural & historical traditions	With support, is beginning to make comparisons between the language in older texts with modern standard English (spelling, punctuation & vocabulary)	With growing independence, can make comparisons between the language in older texts with modern standard English (spelling, punctuation & vocabulary)	Across a greater range of texts, is able to comment on the effect the context (time and setting) has on language choice