

MPPS Y6 Reading Progression Statement

Working Towards the Expected Standard in Y6	
Word reading (2a)	Apply some knowledge of prefixes and suffixes to read aloud and understand the meaning of new words
Vocabulary (2a, 2g)	Check the meanings of words using teacher prepared definitions
	Explain the meanings of words and know how to use in the correct context
	Explore the meaning of words in context (asking questions, checking word meanings)
	Write own definitions for words
	Use dictionaries and electronic devices to check the meaning of words read
Discuss how words and phrases have been used to build a picture for the reader	
Retrieval (2b, 2f, 2h)	Check the book makes sense by discussing and re-reading the text
	Answer retrieval questions using evidence in the text
	Explain and discuss what has been read
	Retrieve and record information from non-fiction
Inference (2c, 2d, 2e)	Summarise the main ideas drawn from more than one paragraph
	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence from the text and general knowledge
Working at the Expected Standard in Y6	
Word reading (2a)	Apply knowledge of prefixes and suffixes to read aloud and understand the meaning of new words
	Apply knowledge of root words (word families) to read aloud and understand the meaning of new words
Vocabulary (2a, 2g)	Check the book makes sense, discussing and exploring the meaning of words in context
	Ask questions to improve understanding of vocabulary
	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Retrieval (2b, 2f, 2h)	Ask questions to improve understanding of a text
	Retrieve, record and present information from non-fiction
	Know and discuss setting, character and event changes across a text
	Identify how text structure/presentation contributes to meaning and understanding
	Discuss how narrative content is related and contributes to meaning as a whole (discuss setting, character and event changes across a text)
	Identify and discuss themes and conventions in and across a wide range of writing
Inference (2c, 2d, 2e)	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence from the text, general knowledge and wider reading
	Make plausible predictions about what might happen from details stated or implied and support with reference to the whole text
	Provide reasoned justifications for views expressed
	Working at Greater Depth in Y6
	Explain the structural devices used to organise a text.
	Read several texts on the same topic to find and compare information.
	Explain the main purpose of a text and summarise it succinctly.
	Draw inferences from subtle clues across a complete text
	Recognise the social, historical and cultural impact on the themes in a text.
	Comment on the development of themes in longer novels.
	Compare and contrast the styles of different writers with evidence and explanation.
	Evaluate the styles of different writers with evidence and explanation.
	Compare and contrast the language used in two different texts.

Evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes.
Explain how and why a text has impact on a reader.
Explain the author's viewpoint in a text and present an alternative point of view.
Compare and contrast characters, themes and structure in texts by the same and different writers.
Explain an opinion, referring to the text to justify it; (<i>Point, evidence, explanation</i>).
Identify how writers manipulate grammatical features for effect.
Present a counter-argument in response to others' points of view using evidence from the text and explanation (<i>Point, evidence, explanation</i>)