Year 6 Reading Progression

	End of Y5	6.1	6.2	6.3
Reading Word				
Test Guidance S37 common exception words_ S38 adding suffixes beginning with vowel letters to words of more than one syllable S39 the /i/ sound spelt y other than at the end of words S40 the /ʌ/ sound spelt ou S41 prefixes S42 the suffix –ation S43 the suffix –ly S44 words with endings sounding like /ʒə/ or /tʃə/ S45 endings that sound like /ʒən/ S46 the suffix –ous S47 endings that sound like /ʃən/, spelt –tion, –sion, –ssion, –cian S48 words with the /k/ sound spelt ch S49 words with the /ʃ/ sound spelt ch S50 words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que S51 words with the /s/ sound spelt sc S52 words with the /eɪ/ sound spelt ei, eigh, or ey S53 endings which sound like /ʃəs/ spelt –cious or –tious S54 endings which sound like /ʃəl/ S55 words ending in –ant, –ance, –ancy, –ent, –ence, –ency S56 words ending in –able and –ible words ending in –ably and –ibly	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. Words with silent letter b Words that contain the letter string –ough Words ending in –ible Homophones Words ending in –able Orange words (Y5/6 word list) Words with silent letter t Words ending in –ibly or –ably Homophones and others words that are easily confused Words ending in –ent Words ending in –ence The ee sound spelt ei Words ending in –ant, -ance and –ancy. Words ending in shus spelt –cious Words ending in shus spelt –tious Words ending in shul spelt –cial or –tial Consolidation of spellings learnt in previous years that have been identified as areas of need. Average, bruise, convenience, criticise, desperate, disastrous, frequently, immediately,	Suffixes – not changing root word when adding suffix. 'ough' letter string Suffixes – to root words ending in a consonant + e –ing, -ed, -er, -est, -y (Y2) Orange words – Y5/6 word list Suffixes to root words ending in –le or a consonant + y including –ness, -ment, -ful, -less, -ly Homophones and other words that are often confused. Suffixes – Adding suffixes beginning with vowel letters to words of more than one syllable (Y3/4) and adding suffixes beginning with vowel letters to words ending in –fer (Y5/6) Orange words – Y5/6 list Unit 5 – Suffixes – Adding –ed, -ing, -er, and –est to root word ending in –y with a consonant before. (Y2) Orange words – Y5/6 list Sh sound spelt ti or ci – endings spelt –cious or –tious (Y5/6) Homophones	Orange words (Y5/6) ei and ie spellings – words spelt ei after c (Y5/6) Hyphens (Y5/6) Words ending in –ible and –able (Y5/6) Common mistakes – homophones and other words that are often confused. Plural nouns – Adding –es to nouns and verbs ending in –y Orange words – Y5/6 List Plural nouns Homophones and other words that are often confused. Consolidation of spellings learnt in previous years that have been identified as areas of need. Consolidation of Y3/4 word list. Homophones or near homophones Whose/who's, its/it's, your/you're, theirs/there's, advice/advise, practise/practice, device/devise, licence/license	Children are able to apply spellings to all contexts of the curriculum. Consolidation of spellings learnt throughout KS2 identified as an area of need through assessment.

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S57 adding suffixes beginning with vowel letters to words ending in –fer S58 words with the /i:/ sound spelt ei after c S59 words containing the letter string ough S60 words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) S61 homophones and near homophones (Years 3 and 4) homophones and other words that are often confused (Years 5 and 6)	interfere, marvellous, muscle, necessary, neighbour, nuisance, programme, recognise, recommend, suggest, temperature, vegetable Accommodate, accompany, according, aggressive, appreciate, attached, awkward, curiosity, definite, determined, develop, embarrass, especially, exaggerate, excellent, familiar, forty, interrupt, persuade, rhyme, rhythm, symbol, system Homophones / near homophones Serial/cereal, heard/herd, steal/steel, stationary/stationery, father/farther, allowed/aloud, guessed/guest, passed/past, lead/led, Affect/effect, accept/except, advise/advice, practise/practice	sh sound spelt si or ssi – endings spelt –tion, -sion, -ssion, -cian. (Y3/4) Orange words – Y5/6 list Silent letters (Y5/6) Homophones or near homophones Principle/principal, bridal/bridle, proceed/precede, weary/wary, morning/mourning, compliment/complement, assent/ascent, draft/draught, desert/dessert,		
End of Y5		**6.1**	**6.2**	**6.3**

READING COMPREHENTIONS

Sustain positive attitudes to reading and understanding of what they read by:

KPI continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Reading a range of age appropriate texts including fiction, poetry, plays, non-fiction and reference or textbooks.	Reading a range of age appropriate texts including fiction, poetry, plays, non-fiction and reference or textbooks.	Reading a range of age appropriate texts including fiction, poetry, plays, non-fiction and reference or textbooks.	Reading a range of age appropriate texts including fiction, poetry, plays, non-fiction and reference or textbooks.
KPI confidently read books that are structured in different ways and for a range of purposes	confidently read age appropriate books that are structured in different ways and for a range of purposes	confidently read age appropriate books that are structured in different ways and for a range of purposes	confidently read age appropriate books that are structured in different ways and for a range of purposes	confidently read age appropriate books that are structured in different ways and for a range of purposes

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increasing their familiarity with a wide range of books, including myths, legends and traditional stories, securing understanding of modern fiction, fiction from our literary heritage, and books from other cultures and traditions	Build up a confidence of familiarity with a wide range of books, including myths, legends and traditional stories, introducing modern fiction, fiction from our literary heritage, and books from other cultures and traditions at: book band or appropriate level.	Continue to build up confidence of familiarity with a wide range of books, including myths, legends and traditional stories, introducing modern fiction, fiction from our literary heritage, and books from other cultures and traditions at: a more challenging level.	Have a confidence of familiarity with a wide range of books, including myths, legends and traditional stories, introducing modern fiction, fiction from our literary heritage, and books from other cultures and traditions at: a more challenging level.	Be confident in all ranges of books myths, legends and traditional stories, introducing modern fiction, fiction from our literary heritage, and books from other cultures and traditions at: a complex level.
recommend books that they have read to their peers, giving reasons for their choices	Complete a basic book review explaining positive and negatives of books.	Begin to use a book review which describes the plot, the main events and adds the positive, negatives features of the text.	Begin to advertise the book based on explanations as to why they would enjoy it, target audience etc.	Advertise books for others to read. Giving clear reasons.
identify and discuss themes and conventions in and across a wide range of writing		With support, identify and discuss themes and conventions in and across a wide range of writing – within texts taught	Independently, begin to identify and discuss themes and conventions in and across a wide range of writing – within texts taught	Confidently identify and discuss themes and conventions in and across a wide range of writing – within texts taught
KPI **make comparisons within and across books**	**Begin to look at a cross section of books and make basic comparisons.**	**Make comparisons across books and give evidence with support to explain ideas.**	**Make comparisons without support based on books and give evidence and explanation.**	**Confidently access a range of books, make comparisons with points from the books, evidence and then explain.**
learning a wider range of poetry by heart	Continue to learn poetry by heart.	Learn a poem by heart with complex structures and vocabulary.	Continue to learn complex poetry by heart.	Have a repertoire of poems to recite by heart.
KPI **prepare poems and plays and stories to read aloud and to perform, showing understanding through** **accurate** **intonation, tone and volume so that the meaning is clear to an audience** **Reading stories with intonation and relevant expression**	**Confidently recite prepared poems with some intonation, tone and volume so that the meaning is clear to an audience**	**Confidently recite prepared poems with some accurate intonation, tone and volume so that the meaning is clear to an audience** **Beginning to read stories with intonation and relevant expression**	**Confidently recite prepared poems with clear intonation, tone and volume so that the meaning is clear to an audience** **read stories with intonation and relevant expression**	**Confidently recite prepared poems with intonation, tone and volume so that the meaning is clear to an audience** **confident to read stories with intonation and relevant expression**

Understand what they read by:

KPI **checking that the book makes sense to them, discussing their**	**With age appropriate books, can check it makes sense to them, discussing their**	**With age appropriate books, can check it makes sense to them, discussing their understanding**	**With age appropriate books, can check it makes sense to them, discussing their**	**With age appropriate books, can check it makes sense to them, discussing their**

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understanding and continue exploring the meaning of words in context	understanding and continue exploring the meaning of words in context	and continue exploring the meaning of words in context	understanding and continue exploring the meaning of words in context	understanding and continue exploring the meaning of words in context
asking questions to improve their understanding	Confidently ask and answer questions based on a range of texts.	Confidently ask and answer questions based on a range of texts.	Confidently ask and answer questions based on a range of texts.	Confidently ask and answer questions based on a range of texts.
Consistently use evidence to justify inferences about characters' feelings, thoughts and motives from their actions.		Begin to use evidence to justify inferences about characters' feelings, thoughts and motives from their actions.	Use evidence to justify inferences about characters' feelings, thoughts and motives from their actions.	A developed explanation of inferred meanings drawing on evidence across the text.
justify my predictions of what might happen from details stated and implied	I am beginning to justify my predictions independently with a basic explanation and reference to the text.	I can justify my predictions independently with an explanation based on inference of characters feelings and reference to the text.	I can justify with confidence my predictions independently with an explanation based on inference of characters feelings and reference to the text.	I can consistently use evidence to justify inferences about characters' feelings, thoughts and motives from their actions.
KPI summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	Summarise more than paragraph identifying some key details.	Summarise more than paragraph identifying key details.	Begin to summarise a lengthy text identifying key details from the text that support main ideas.	Be confident in summarising the most relevant points from a long piece of text. Highlighting these details from the text – using quotations for illustration
KPI evidencing how language, structure and presentation contribute to meaning	Language – I can identify some basic features of the writers using the text to locate the effect of language used. Structure/presentation – I am beginning to explain and evidence the structure of the text and how it supports the meaning of the text. bullet points for pain points/columns/tables	Language – Begin to identify various features of writer's use with some explanation. Structure- Non- fiction Identify and evidence how the text is structured to explain the meaning, (bullet points for pain points/columns/tables).	Language -Identify various features of writer's use with some explanation. Structure- non -fiction- Identify and evidence features of genres explaining the purpose and meaning. Fiction-evidence with support the sections of flashback, fast forward, where suspense is happening.	Language – Confidently identify various features and comment on the effect of the language using the text to support. Structure – non-fiction – Identify and evidence all features of all genres of text and explain meaning. Fiction-structures of complex stories involving flash back, flash forwards, subtle suspense.
KPI discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	begin to discuss and evaluate the use of SAO with support.	With support begin to identify and discuss the impact of SPAMO based on the text.	Begin to discuss and evaluate the impact of SPAMO on the reader making basic explanations of the characters, atmosphere.	Discuss and evaluate the SPAMO used in text and how it impacts the readers view point, opinion and events,
distinguish between statements of fact and opinion	Begin with short text to identify the facts and opinions independently.	Based on short text Begin with short text to identify the facts and opinions.	Begin to identify the facts and opinions based on text.	Confidently identify the facts and opinions.

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KPI retrieve, record and present information from non-fiction	I can confidently and efficiently locate specific information and use basic devices to present using some features.	With support locate key information and present findings using the correct devices.	Begin to locate key information and present findings using the correct devices	Competently and efficiently locate key information and present findings using the correct devices.
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 can participate in discussions about books that are read to them and those they can read for themselves, beginning to build on their own and others' ideas.	I can participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas.	can 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 with some courteous.	I can 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
KPI 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 provide reasoned justifications for their views.	I can explain and discuss my understanding of what I have read, including through formal presentations and debates.	I am beginning to link what I have read, understood to a formal presentation giving simple justifications for my opinions.	I can c explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide some justifications for my views.	I can confidently explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.
KPI Cognitive Domain - comprehension skills Ability to answer questions in the 5 key cognitive areas	Able to answer question level 2/3 difficultly questions on an appropriate text matched to their technical ability (book band level) Or when text is accessed by the teacher from the representative book selection, children are able to answer level 2/3 question Children who are able to answer level 4 type questions are above = above in this area Children able to answer level 1 type questions = below level in this area			
	22 objectives 11 KPI's covered	22 objectives 11 KPI's covered	22 objectives 11 KPI's covered	

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ASSIGNING A JUDGEMENT AT EACH ASSESSMENT POINT IN YEAR 6

	Working Towards Expected Level	At Expected Level	Working Beyond Expected Level
Assessment Point 1	Below expected →	Reading age appropriate texts ALL KPI's plus 85% of 11 remaining 6.1 objectives = 9 further objectives Working at cognitive domain 2 or 3	Reading age appropriate texts ALL KPI's plus 85% of 11 remaining objectives = 9 further objectives AND Working at cognitive domain 4
Assessment Point 2	Below expected →	Confident reading age appropriate texts ALL KPI's plus 85% of 11 remaining 6.2 objectives = 9 further objectives Working at cognitive domain 2 or 3	Confident reading age appropriate texts ALL KPI's plus 85% of 11 remaining objectives = 9 further objectives AND Working at cognitive domain 4
Assessment Point 3	Below expected →	Confident reading age appropriate texts ALL KPI's plus 85% of 11 remaining 6.3 objectives = 9 further objectives AND ALL of 6.1 met	Confident reading age appropriate texts ALL KPI's plus 85% of 11 remaining objectives = 9 further objectives AND All 6.2 met

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		Working at cognitive domain 2 or 3	Working at cognitive domain 4

END OF YEAR 6 ASSESSMENT

	Below expected	At expected	Above expected
Spelling	Working below year 5 words and spellings	Able to read all key words and spellings patterns from term 1,2 and 3 of year 5	Competent to read all key words and spellings patterns from term 1,2 and 3 of year 5

Able to read the majority of year 3/4 key words all able to read some key spellings for year 6 |
| **Reading** | Working towards reading age appropriate books fluently. | Fluently read age appropriate books. | Fluently read age appropriate books. |
| **Cognitive understanding** | When reading books…. Independently and able to answer cognitive level 1 questions independently both orally and written

When sharing text, able to answer level 1 cognitive questions and beginning to answer level 2 with support | When reading books…. Independently and able to answer cognitive level 1 and 2 questions independently
Competent to record answers to questions levels 1 and 2 independently
Able to answer level 3 cognitive questions verbally/written

When orally sharing text, able to answer cognitive questions at level 1, 2 and 3

Beginning to answer level 4 with some support | When reading books…. Independent and competent to answer cognitive level 1, 2 and 3 questions independently both orally and written

Able to answer level 4 questions written |
| **Cognitive + Technical =** | If a child is reading below according to age appropriate text but answering cognitive domain level 2/3 = BELOW
If a child is at age appropriate text but are only answering cognitive domain level 1 = BELOW
If a child is at age appropriate texts and answering cognitive domain level 2/3 = AT EXPECTED | | |

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	If a child is at age appropriate text and answering cognitive domain level 4 = ABOVE