

**YEAR 6 READING TARGETS**

**Name:**

		Evidence			
DECODING/ BLENDING		1. I can read aloud with pace, fluency and expression, taking punctuation and author's intent into account and working out unfamiliar words from root words, prefixes and suffixes.			
		2. I can read aloud and understand the meaning of the words on the Year 5-6 spelling list.			
QUESTIONING		3. I can enjoy, discuss and ask questions about a wide range of books including: Myths/legends, traditional stories, modern fiction, fiction from literary heritage, other cultures and traditions, poetry/plays, non-fiction and reference texts.			
		4. I can skim and scan a text using the layout to help me find key ideas and answer retrieval questions.			
		5. I can answer questions quoting evidence from the text and explain my views.			
PREDICTING		6. I can predict what will happen in a text from details stated and implied, giving evidence to support my view.			
		7. I can draw inferences such as characters' feelings, thoughts and motives from their actions and explain my view with support from the text.			
CLARIFYING		8. I can compare the structures and layout of different texts and comment on which features are useful and why.			
		9. I can explain the meaning of words and phrases in the context they are used and suggest alternatives.			
		10. I can distinguish between statements of fact and opinion.			
SUMMARIZING		11. I can summarise the main ideas in a text.			
		12. I can sequence events in a whole story using evidence from the text.			
		13. I can retell some of the stories and texts that I am familiar with orally.			
		14. I can prepare a wider range of poems and plays to read aloud and to perform showing understanding through intonation, tone, volume and action.			
MAKING CONNECTIONS		15. I can compare and contrast different texts based on layout, language, purpose and audience.			
LOVE OF		16. I can discuss why an author might choose to use certain words or phrases and explain the impact on the reader.			
ENJOYMENT		17. I can recommend books I have read to my peers, giving reasons for my recommendations (in discussions and book reviews)			