

Year 6 reading endpoints

Retelling and reciting	Read aloud different texts, including poetry and prose, discussing and drawing out similarities and relationships of theme, format and language,
	Read aloud to interpret poems or stories where meanings are conveyed directly and implied, varying the performance to convey meaning to an audience.
Decoding	Can read chapter books independently with increasing challenge, length and stamina
Inference	Check the plausibility and accuracy of their explanation or inference about a word's meaning.
	Identify when they do not understand the vocab used in the text and apply appropriate strategies (re-reading, reading on, using the context, knowledge of syntax or word roots) to clarify meaning
	Can answer inference and evaluative questions with multi-point answers providing evidence (written recorded)
	Infer, comment and make links between the cause and effect on people and places.
	Justify inferences backed up by a range of inferences from across the text.
	Infer and compare different characters' thoughts, feelings, motives at the same points in a story.
	Distinguish between statements of fact and opinion using evidence to justify.
	Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters.
Can identify ideas from two short texts and can compare / contrast based on summaries	

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Summarising	Can summarise complex narratives.
	Can identify the main idea from across several paragraphs or sections of the text and can provide additional information from the text to support this.
	Can summarise in different ways for different audiences.
	Can summarise the themes / viewpoints in texts
	Make regular, brief summaries of what they've read, linking their summary to previous predictions about the text.
	Update their ideas about the text in light of what they've just read.
	Summarise evidence from across the text to explain their ideas.
	Summarise their current understanding of a text at regular intervals.
Fluency	Can confidently read texts using a range of tone and expression according to the text. Reading with speed, accuracy, expression and intonation allows the reader to construct the meaning of the text.
	Can confidently read to an audience that is not their class.
	Can alter the pace and volume of reading depending on the plots/events.
Love of reading	Can name at least five authors including those studied in previous year groups.
	Can confidently discuss a range of poets and can compare and contrast their work.
	Listen to text read to them and sustain their reading of longer and more challenging texts

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	Discuss their reading with others and articulate their responses to it, identifying how and why a text affects the reader.
	Challenges views courteously .
	Can talk about a repertoire of books they have read at home.
	Actively participate in debate about favourite books, characters, themes or plots.
Predict	Make plausible predictions and explain what they are basing them on.
	Discuss how and why they need to modify their predictions as they read on.
	Can challenge other peoples' predictions, justifying their viewpoints.
	Make predictions using stated and implied evidence.
	Make predictions based on knowledge of fiction genres and other books by the same author.
Retrieval	Can confidently distinguish between fact and opinion within a text and explain answers.
	Can select and apply skimming and scanning skills to texts across the curriculum.
	Identify structural organisers and make comparisons within and across texts.
	Retrieve information from texts that are structured in different ways.
	Discuss the effectiveness of different structures in fiction and non-fiction texts.
Vocab	Collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas about the text.

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	Can confidently work out the meaning of unknown words using the context of the whole plot/setting most accurately.
	Collect and define technical vocabulary met in other subjects, e.g. developing subject or topic glossaries.
	Compare and contrast different language within and across books.
	Suggest how language would need to change for different audiences.
	Explain how particular words or phrases create a mood / impression.
	Apply their understanding of morphology, etymology to understand the meaning of new words that they meet in texts.
	Ask questions to help clarify their understanding of vocabulary.
	Identify how words and phrases create a particular mood, feeling or attitude including figurative language.
	Can evaluate how an author has used vocabulary to impact on the reader.