

Year 6: Reading

Understand, describe and retrieve	Deduction and Inference	Choices of Structure	Use of words and pictures	The effect the book has on the reader	How the story relates to my own experiences
Find information quickly and highlight it quickly so that I can move on and explore other texts	Identify techniques an author/illustrator has used to create moods, Feelings and messages.	Explain how I think the author/illustrator has made choices about text/image layout including sentence structure	Compare and contrast the styles of illustrators/authors by providing examples.	Talk about the point of view I think the narrator has in a text and whether I think it is bias or not	Discuss the key features that occur in a range of stories. E.g. Short sentences to grip you in horror or ‘a trapped spirit trying to escape’ is the essence of a ghost story
Use image and text to support my predictions/opinions and explain in detail my thoughts	Talk about the different points of view of characters in the book and explain how I know	Share my thoughts on the language an author has used in a Non-Fiction text.	Talk confidently about the choices an author/illustrator has made (words/images) in affecting the mood and message of a book	Share my reading preferences with others and justify why they are what they are	Have a strong understanding of the limit of character types that exist in stories and identify them across a range of books
Find appropriate quotations from texts to support my opinions	Share my thoughts on how different settings in a story can be used to contrast feelings of characters	Explore how the organisation of the text supports the writer/illustrator’s purpose	Begin to share thoughts on how irony works in text and image	Share how I respond to stories and the ways in which they make me feel and affect the way I think	Have a strong understanding of structure of stories and identify elements across a range of books – social, cultural and historical
Find and compare information using different sources at the same time	Say how an author/illustrator uses their skills to create mood, feelings, message	Explain why the author/illustrator has organised a text/page in the way they have	Talk about the distinctive features of a text/image using technical vocabulary	Talk about the impact of poetry, prose and image and how themes in them all can be common	Explain repeated themes that can be found within a range of texts. (Social, cultural & historical).
Share the key idea of a paragraph in a few words.	Talk about how a characters changes throughout a story	Comment on the way an author/illustrator organises their work.	Share my thoughts on the different styles of image/text illustrators/authors use and contrast them	Express my responses to the books I read and identify how and why the text might affect the reader.	Show an understanding of how time can have an effect upon language style and the message contained with the story. Place within a socio-historical context

A list of higher-order questions that offer analysis and evaluation of author/illustrator choices (Socratic):

- 1: Clarification of a key thought:** Can you explain your answer further?; ‘How did you come to that decision?’ ‘What made you say/think that?’
- 2: Challenging assumptions and misconceptions:** ‘Is there another point of view?’, ‘Has the author/illustrator manipulated our judgement?’ ‘Is this always the instance?’
- 3: Arguments based on evidence:** ‘What evidence do you have to support your statement?’, ‘Could we challenge what the character/narrator says with evidence from real life/text?’
- 4: Looking at alternatives:** ‘Can we look at this event/action from a different perspective?’, ‘Is it possible to approach this event/action/statement from a different perspective?’
- 5: Consequences, implications and analysis:** ‘What if.....happened?’, ‘How wouldaffect..?’
- 6: Questioning the question:** ‘Why do you think I asked you that question?’, ‘What would have been a better question?’

Effective Talk:

Encourage pupils to develop their arguments and statements: ‘Can you tell me a little more about...’

Make a personal contribution relating to your own experiences: ‘This reminds me of...’

Clarification: ‘Can you explain what you mean when you say...’

Suggestion building: ‘Can anyone build on what.....has said or offer an alternative...’

Broad reflections in which pupils see there can be more than one answer: ‘I like that point but I believe that...’