



My Learning Journey for Reading

Year 6 Name:

word-reading		comprehension	
I know when to use my close-reading skills to understand the text fully, and when to skim or scan the text for quick information.		I use my detective skills to work out challenging inferences such as what characters think and feel, or why they have done something, even when this is not obvious.	
I read and understand a wide range of challenging homophones e.g. aisle/isle, morning/mourning, stationery/stationary.		I describe the atmosphere of a setting or event, justifying my view from the text.	
		I clearly explain the meaning of interesting vocabulary in the text.	
I read a wide range of words ending with suffixes e.g. ent, ence, ency, ant, ance, ancy.		I confidently and regularly use a dictionary to look up new words.	
I recognise and read a range of words ending with ible and able .		I talk about the effect of figurative language on the reader, using details from the text to help me explain.	
I work out the meaning of new words by using my knowledge of root words, prefixes and suffixes e.g. consider / considerable / inconsiderate.		I identify features of presentation e.g. columns and bullet points, and can explain how they help the reader.	
		I can locate and record relevant information from non-fiction texts, using techniques such as scanning.	
I read many irregular words which are challenging to read, like catastrophic, initiate, boisterous, convenient and privilege.		I can usually tell the difference between fact and opinion.	
		I read and perform a range of poetry, sometimes by heart.	
I read multi-syllabic words like adorable, generation, noticeable and transformation. I segment the syllables to help me.		I make comparisons between sections within texts and between one text and another.	
		I make relevant predictions about what might happen next.	
I automatically read words which include *silent letters, like hymn, chemical and gnarled.		I can point out the features of different text types, such as myths, plays, classic poetry or biography. I explain the purpose of these features.	
I read quickly and fluently, whether aloud or in my head, understanding as I read.		I join in discussion about different kinds of texts; I express my own ideas and listen respectfully to others, adding comments of my own.	
If I get stuck on a word, I try to use my different reading strategies to fix it myself first.		I read frequently for pleasure and information, across a range of texts. I recommend books to others, giving details to explain my view.	