Reading Assessment Grid – Year 6

Context/Name/Date												
Book Band Progression												
Sapphire												
Black												
Text Reading: Fluency, Pace and Expression												
Use a combined knowledge of phonemes and etymology to pronounce words correctly.	**1**											
Use grammar (e.g., subordination) and punctuation to indicate change of tone and inform meaning.	**2**											
Prepare poems and plays to read aloud and to perform, showing my understanding of the language through intonation, tone, volume and pace.	**3**											
Read and comprehend **most** words containing taught suffixes (cious, cial, tial, ant, ance, ancy, ent, ence, ency, able, ible, ably, ibly)	**4**											
Read and comprehend **most** words from the Y5/6 statutory list: *accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (–ped, –ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht*	**5**											
Use the full range of reading cues to read at an appropriate rate and conversational pace	**6**											
Use the full range of strategies to read a range of texts fluently, accurately and with good expression.	**7**											
Content Domain 2A & 2B: ability explain the meaning of words in context and retrieve/record key information from texts												
Use knowledge of taught prefixes and suffixes to explain the meaning of **most** words containing them.	**8**											
Use word derivations and word formations (eg; prefixes, acronyms and letter omission) to construct meaning of words in context across a range of texts.	**9**											
Work out the meaning of **most** unfamiliar words *in context* and discuss my understanding of these	**10**											
Use the skills of skimming, scanning and text marking to find specific information and to identify the gist of a text.	**11**											
Select pertinent quotations to support my comments and opinions about what I have read.	**12**											
Accurately retrieve key details and quotations to answer questions across a range of text types	**13**											
I manage my own research to find information to support my learning.	**14**											
Justify my understanding, using textual references, when challenged by alternative views	**15 GDS**											
Content Domain 2C: ability to summarise main ideas from more than one paragraph												
Summarise the main ideas from more than one paragraph, identifying key details.	**16**											
Draw conclusions and give opinions about the text/characters/information, based on their knowledge from more than one paragraph/chapter.	**17**											
Understand aspects of narrative structure including how chapters link together and how the passing of time is conveyed to the reader.	**18**											
Accurately number statements which summarise or sequence the main ideas in a text.	**19**											

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Content Domain 2D: ability to make inferences from the text / explain and justify inferences with evidence from the text												
Explain how messages, moods, feelings and attitudes are conveyed in poetry and prose using inference and justify comments with reference to the text.	**20**											
Explain and discuss their understanding of what they have just read, drawing reasoned conclusions and justifying these with evidence and quotes from the text (e.g. I think this because, in the text it says…)	**21**											
Infer evidence from the text in order to prove/disprove a statement (e.g. What evidence is there in the text that this is true?… [pupils must infer])	**22**											
Distinguish between statements of fact or opinion and justify reasoning	**23**											
Draw reasoned conclusions: justify and explain these using APE to structure my answer	**24 GDS**											
Content Domain 2E: ability to predict what might happen from details stated and implied												
Make credible predictions about what might happen using details which are stated in the text to justify my opinion.	**25**											
Make credible predictions about how a character might behave using details which are implied.	**26**											
Content Domain 2F: ability to identify / explain how information / narrative content is related and contributes to meaning as a whole												
Identify ways in which authors initiate and develop a plot in fiction.	**27**											
Explain how an author controls the pace of a story to manipulate suspense.	**28**											
Explain the precise function of organisational & presentational features in conveying meaning.	**29**											
Appraise a text effectively and can identify its main purpose, key points and viewpoint.	**30**											
Evaluate the effectiveness of different writer's structural choices when comparing texts.	**31**											
Content Domain 2G: ability to identify / explain how meaning is enhanced through choice of words and phrases												
Discuss and evaluate how authors use personification or figurative language (simile, metaphor), considering the impact on the reader.	**32**											
Explore how writers use language for comic and dramatic effects	**33**											
Analyse why the author has chosen a range of vocabulary and grammatical features to convey different messages, moods, atmosphere and attitudes.	**34**											
Understand how writers use different structures to create coherence and impact	**35**											
Discuss the effect of rhetorical devices used to argue, persuade, mislead and sway the reader	**36 GDS**											
Explain the author's viewpoint in a text using textual references and present an alternative point of view	**37 GDS**											
Content Domain 2H: ability to make comparisons within the text												
Identify and explain how characters change during the events of a longer novel, using textual references to evidence this.	**38 GDS**											
Compare texts and explain why texts written about the same topic/theme may convey different meanings and relate this to the intended audience.	**39 GDS**											
Score												
Stage judgement												