



Key Performance Indicators		Performance Standard
Word Reading	Comprehension	
<p>Fluently and effortlessly reads a range of age appropriate texts, including novels, stories, plays, poetry, non-fiction, reference books and text books.</p> <p>Determines the meaning of new words by applying knowledge of the root words, prefixes and suffixes as listed in 'English programmes of study: key stages 1 and 2 National curriculum in England - Appendix 1'.</p> <p>Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience.</p>	<p>Has read and demonstrates familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction and fiction from literary heritage, and books from other cultures and traditions).</p> <p>Has learned a wide range of poetry by heart.</p> <p>Explains how language, structure, and presentation, can contribute to the meaning of a text.</p> <p>Draws on contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings.</p> <p>Comments on how language, including figurative language, is used to contribute to meaning.</p> <p>Asks questions to enhance understanding of the text.</p> <p>Is able to make comparisons within and across different texts.</p> <p>Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Makes predictions based on details stated and implied.</p> <p>In non-fiction, retrieves records and presents information to the reader.</p> <p>Identifies key details that support main ideas, and uses them to summarise content drawn from more than one paragraph.</p> <p>Expresses views formed through independent reading and books that are read to them, explaining and justifying personal opinions, and courteously challenging those of others.</p> <p>Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>Identifies themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a wide range of writing.</p>	<p>By the end of Y6, a child's reading should be fluent and effortless across all subjects, not just in English.</p> <p>A child can:</p> <ul style="list-style-type: none"> ❖ discuss the purpose(s) of the language that is read and understand why sentences are constructed as they are; ❖ focus on all the letters in a word so they do not, for example, read 'invitation' for 'imitation' simply because they may be more familiar with the first word; ❖ accurately read individual words, which might be key to the meaning of a sentence or paragraph, to improve age appropriate comprehension; ❖ read independently, including books they would not choose to read; ❖ compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text; and ❖ reflect on feedback regarding the quality of their explanations and contributions to discussions. <p>A child understands the majority of terms needed for discussing what they hear and read such as metaphor, simile, analogy, imagery, style and effect.</p> <p>A child applies the skills of information retrieval e.g. in reading history, geography and science textbooks, and in contexts where they are genuinely motivated to find out information, such as reading information leaflets before a gallery or museum visit or reading a theatre programme or review.</p>

Number of KPI's achieved:	Y6 level:	Y6 score:	Number of KPI's achieved:	Y6 level:	Y6 score:	Number of KPI's achieved:	Y6 level:	Y6 score:	Number of KPI's achieved:	Y6 level:	Y6 score:
1 - 5	6d	41	6 - 11	6c	42	12 - 16	6b	43	17	6a	44