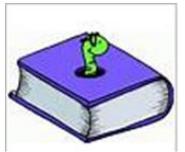


Name: _____

Reading Stepping Stone 6 ★ ★ ★ ★ ★ (updated September 2018)

Entering/Developing/Secure

Year 6 Reading Targets		
		Evidence
1	I can read books that are structured in different ways and read for a range of purposes	
2	I can maintain positive attitudes to reading and understanding of reading	
3	I understand what I have read	
4	I can prepare poems and plays to read aloud and to perform showing understanding through intonation, tone, volume and action	
5	I can recite poems by heart (narrative verse, Sonnet)	
6	I can read fluently, using punctuation to inform meaning	
7	I can listen to and build on others' ideas and opinions about a text	
8	I can present a personal point of view based on what has been read, giving reasons	
9	I can challenge the views of other with respect	
10	I can enter into discussions with others	
11	I can present a counter argument in response to others' point of view	
12	I can discuss what I have read through formal presentations and debates	
13	I can recommend books to others and give reasons	
14	I use my combined knowledge of phonemes and derivations to pronounce words correctly (arachnophobia)	
15	I can attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words	
Domain Focused Targets (Reading Gems)		
2a Give/explain the meaning of words in context		
16	I can use meaning-seeking strategies to explore the meaning of words in context	
17	I can use meaning seeking strategies to explore the meaning of idiomatic and figurative language	
18	I can apply my knowledge of root words, prefixes to read aloud and understand the meaning of unfamiliar words	
2b Retrieve and record information/identify key details from fiction and non-fiction		
19	I can text mark to make research efficient and fast	
20	I can use scanning (locating a specific phrase) quickly to find specific information	
21	I can use skimming (reading text in order) quickly to find specific information	
22	I can organise information or evidence appropriately	
23	I know the difference between fact and opinion and find examples in the text	
2c Summarise main ideas from more than one paragraph		



24	I can summarise key information from different parts of the text	
2d Make inferences from the text/Explain and justify inferences with evidence from the text		
25	I can draw inferences and provide reasoned justifications for my views	
26	I can justify inferences with evidence from the text	
27	I can use PEE - Point, Evidence, Explain	
28	I can raise queries about a text	
2e Predict what might happen from details stated and implied		
29	I can make predictions from what has been read and implied	
2f Identify/Explain how information/narrative content is related and contributes to the meaning of the whole		
30	I can identify how language, structure and presentation contribute to the meaning of a text	
31	I can identify the effect of the context on a text (historical, other cultures, traditions)	
2g Identify and explain how meaning is enhanced through choice of words and phrases		
32	I can identify and explain how the writer uses grammatical features for effect (short sentences to build tension)	
33	I can show awareness of the writers craft by commenting on use of language including figurative language and structure of texts	
2h Make comparisons within the text		
34	I can make informed comparisons within and across books	
35	I can identify themes in texts	
GDS		
Have increased confidence, understanding and ability to apply skills across all domains. Less support is needed. Concepts are grasped more quickly. Texts are discussed in detail without prompting. Confidently use PEE and use it appropriately. Continually achieving high test results - NGRT, Headstart, SATS		