



Year 6: The order of objectives is just a suggestion of how to structure your year. Generally, word reading and retrieval skills come first, followed by inference & language in the spring and work on whole text/wider themes in the summer (once a wider range of texts has been taught). Please feel free to change the order or break down larger objectives. The ORT objectives are included to give a clearer idea of what an ARE reader would look like at each stage. ORT follows the NC but offers a wider interpretation of objectives which can be really useful.

<b>Word reading</b> <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</li> </ul>				
<b>Reading Comprehension</b> (all year)  <i>Maintain positive attitudes to reading and an understanding of what they read.</i> <ul style="list-style-type: none"> <li>read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>read books that are structured in different ways</li> <li>read for a range of purposes</li> <li>increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>recommend books that they have read to their peers, giving reasons for their choices</li> </ul>	<b>Retrieval</b> <ul style="list-style-type: none"> <li>Checking that the book makes sense, discussing understanding and exploring the meaning of words in context</li> <li>Summarizing the main ideas, drawn from more than one paragraph, identifying key details, that support the main ideas</li> <li>Ask questions to improve understanding</li> <li>Retrieve, record and present information from non-fiction</li> <li>Making comparisons within and across books</li> <li>Distinguish between statements of facts and opinions</li> <li>Explain and discuss their understanding of what they have read, including through informal presentations and debates</li> </ul>	<b>Deduce &amp; Infer</b> <ul style="list-style-type: none"> <li>Predicting what might happen from details stated and implied</li> <li>Drawing inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Provide reasoned justifications for views</li> <li>Construct an opposing point of view using evidence to justify counter inferences.</li> </ul>	<b>Language for effect</b> <ul style="list-style-type: none"> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>	<b>Themes &amp; Conventions</b> <ul style="list-style-type: none"> <li>Participate in discussions about books, building on own and others ideas and challenging views courteously</li> <li>Identify how language, structure and presentation contribute to meaning</li> <li>Identify and discuss themes and conventions in and across a wide range of texts.</li> </ul>
<b>Autumn:</b> ORT levels 18 would be ARE <ul style="list-style-type: none"> <li>I can read demanding fiction &amp; non-fiction texts independently and fluently.</li> <li>I can quote from a book to support my opinions (often unprompted).</li> <li>I can work out the point of view in a story, using inference skills to identify themes and main ideas.</li> </ul>			<b>Extension Yr. 6 Autumn objectives:</b> <b>The KS3 early objectives are exactly the broadening that we would suggest for children working at greater depth. Adult support to choose appropriate extension texts.</b>	
<b>Spring:</b> ORT levels 19 would be ARE <ul style="list-style-type: none"> <li>I can confidently read a range of demanding texts.</li> <li>I can understand how my reaction to a text may differ to someone else’s (personal preferences/style).</li> <li>I can use inference to pick out themes that may not be immediately obvious.</li> </ul>			* Develop an appreciation and love of reading, and read increasingly challenging material independently through: <ul style="list-style-type: none"> <li>- reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.</li> <li>- The range will include high-quality works from: • English literature, both pre-1914 and contemporary, including prose, poetry and drama • Shakespeare (two plays) • seminal world literature.</li> </ul>	
<b>Summer:</b> ORT levels 20 would be ARE <ul style="list-style-type: none"> <li>I can read challenging age-appropriate texts independently and fluently.</li> </ul>			* Choosing and reading books independently for challenge, interest and	



- I can recognise that texts can be written from different points of view and explain these (bias/opinion).
- I can draw together information from different points of view, from more than one book, particularly in non-fiction.

enjoyment.  
\* Re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.