



## YEAR 6 READING EXPECTATIONS

These end of year expectations show you what your child is expected to achieve at the end of their year.

**Working towards expected standards** means that your child is still working towards the expectations for the year group.

**Working at the expected standard** means that your child is confidently achieving the end of year expectations.

**Working at greater depth means** that your child is confidently achieving above the expectations for the year group.

<b>Working towards expected standard for Year 6 using stage appropriate texts</b>
Read books with growing confidence and fluency (including short novels).
Read aloud beginning to use intonation to show understanding.
Read many of the Year 5/6 word list, noting the unusual correspondences between spelling and sound.
Begin to apply knowledge of root words, prefixes and suffixes to reading aloud and to understanding the meaning of new words.
Use dictionaries to check the meaning of words that have been read.
Retrieve information from books that are structured in different ways.
Identify themes and conventions in range of genre.
Make inferences about a character's actions and feelings.
Begin to evaluate how authors use language to interest, affect and influence a reader.
Increasing their familiarity with a wide range of books and genre.
<b>Working at expected standard for Year 6 using age appropriate texts</b>
Read most of the Year 5/6 word list, noting the unusual correspondences between spelling and sound.
Read age-appropriate books with confidence and fluency (including whole novels).
Read aloud with intonation that shows understanding.
Use punctuation correctly to aid meaning when reading aloud.
Work out the meaning of words from the context.
Apply knowledge of root words, prefixes and suffixes (etymology and morphology) to reading aloud and to understand the meaning of new words.
Retrieve basic information from texts.
Summarise main ideas, identifying key details and using quotations for illustration.
Identify basic themes and conventions.
Explain and discuss their understanding of what they have read, drawing inferences from character's thoughts, actions and motives - justifying these with evidence.
Predict what might happen from details stated and implied.
Evaluate how authors use language, including figurative language, considering the impact on the reader.
Make comparisons within and across books.

<b>Greater depth at Year 6</b>
Read challenging books with confidence and fluency (including whole novels).
Read aloud confidently with pace, intonation and expression to show understanding for a range of texts – including poetry.
Apply knowledge of a wide range of root words, prefixes and suffixes (etymology and morphology) to reading aloud and to understand the meaning of new words.
Work out the meaning of words using a variety of methods.
Retrieve subtle information from text.
Identify an author's use of theme and convention.
Summarise main ideas, identifying key details and using quotations for illustration.
Explain and discuss their understanding of what they have read, drawing inferences and justifying these with quotes.
Predict what might happen from details stated and implied.
Evaluate how authors use and select language, including figurative language, considering the intended effect on the reader.
Compare and contrast a range of fiction, nonfiction and poetry.

## WHAT IS GREATER DEPTH?

In addition to the term **end of year expectations**, the term **greater depth** is used to measure a pupil's level of understanding. Achievement is focussed on the **depth of understanding** of the areas taught and the ability to apply this understanding in a variety of contexts.

This means that pupils working at greater depth are expected to be able to:

- apply their learning to different contexts, including other areas of the curriculum.
- work independently after some initial input.
- apply their skills and knowledge consistently, confidently and fluently.
- organise their ideas to make connections with other areas of learning.
- use their ideas to help them work with new areas of learning.
- clearly explain what they have been doing and why they know they are correct to others.
- have a secure understanding of the audience and purpose for their writing.

## GREATER DEPTH IS NOT:

- working on content from the next year group.
- practising the same concept with bigger numbers.
- reading a more challenging text.
- an extension activity at the end of a lesson.

## HOW IS GREATER DEPTH TAUGHT AT MARSH GIBBON SCHOOL?

When ready, pupils are provided with the opportunity to work at greater depth through carefully planned lessons and activities. Teachers will provide pupils with the time and opportunity to explore the learning objectives taught and will allow pupils the independence to apply their learning at a deeper level. Pupils may access greater depth challenges at any point in the week and across a range of subjects, as the teacher assesses their knowledge and progress. Greater depth cannot be awarded overall until the teacher has seen sufficient evidence across the subject and not just in a specific area e.g. punctuation, spelling, calculation, scientific investigations etc.