

These are the things that children in year 6 must know by the end of the academic year to be on track for their age.

Stoke Reads: Path 6 'Must Know'

Genres

Fiction
Poetry
Plays
Traditional stories
Myths and Legends
Modern fiction
Reference books or text books
Fiction from our literal heritage
Books from other cultures and traditions

Words

Read words on the word list Yr
5&6

Speaking and Listening

Consider and evaluate different
viewpoints, building on and developing
the contributions of others

Reading

Understand how the meaning of sentences is shaped by punctuation, phrase length, word order and connectives
Be familiar with most spelling patterns that they come across in reading
Appreciate how a set of sentences has been organised to create maximum effect
Use skimming, scanning and note taking to identify key points in a text
Recognise how time connectives help to move a story on

These 'must know' objectives are split into paths and steps to cover an aspect each term. Children are expected to achieve Path 6 step 1 by the end of the Autumn term, Path 6 step 2 by the end of the Spring term and be working within Path 6 step 3 by the end of the academic year.

	Word Reading	Comprehension	Comprehension	Comprehension	Comprehension
	SR1	SR2	SR3	SR4	SR5
Path 6 : Step 1	<p>Maintain positive attitudes to reading and continuing to increase their familiarity with a wide range of books, including myths, legends traditional stories, modern fiction, fiction from our literacy heritage and books from other cultures and traditions.</p>	<p>Confidently identify and draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying actions with evidence and own viewpoints.</p> <p>Able to evaluate events in the light of whole narrative not just the surrounding text.</p> <p>Formulate own questions to improve their understanding</p> <p>Independently prepare poems and plays to read aloud and to perform, show understanding through intonation, tone and volume so that the meaning is clear to an audience</p>	<p>Always refer to the text to support predictions and opinions</p> <p>Make critical comparisons to inform my viewpoints and opinions around the effectiveness of different texts.</p> <p>Automatically use non-fiction texts to extract information across the curriculum. (Increased challenge within the texts).</p>	<p>Comment on how the style and vocabulary choices are linked to the purpose of the text</p> <p>Understand and evaluate how authors use figurative language to create different effects.</p> <p>Critically evaluate how the author has conveyed different viewpoints, characters, and structured plots for effect.</p> <p>Describes, with examples, how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes.</p> <p>Knows the difference between literal and figurative language.</p>	<p>Discuss fact and opinion across a variety of texts and across the curriculum.</p> <p>Knows why the author has encouraged the reader to empathise with the character, or a particular viewpoint or an opinion.</p> <p>Comments show an awareness of the writer's viewpoint and respond to this by e.g. re-telling from a different point of view.</p> <p>Able to explain author's point of view with explicit textual evidence.</p>
Path 6 : Step 2	<p>Maintain positive attitudes to reading and continuing to increase their familiarity with a wide range of books, including myths, legends traditional stories, modern fiction, fiction from our literacy heritage and books from other cultures and traditions.</p> <p>Shows confidence in tackling unfamiliar and challenging language.</p> <p>Able to construct meaning by drawing on knowledge of word derivations and context.</p> <p>Reads fluently and is responsive to more sophisticated punctuation eg. Brackets / semi-colon.</p> <p>Use connectives as signposts to indicate a change of tone.</p>	<p>Prepare for factual research by evaluating different sources to support objective focus.</p> <p>Critically compare and evaluate how stories may vary in pace, sequence, complication and resolution</p> <p>Internalise the figurative language and structures of poems and plays.</p> <p>Explain different possible interpretations.</p> <p>Explains how they made inferences and deductions.</p> <p>Refers to the text to support predictions and opinions. (Point + Evidence + Explanation)</p> <p>Paraphrases succinctly.</p> <p>Appraises a text quickly and evaluates it.</p> <p>Gather information from a range of sources and draw together common strands</p>	<p>Always refer to the text to support predictions and opinions</p> <p>Begin to make in depth critical comparisons to inform my viewpoints and opinions around the effectiveness of different texts.</p> <p>Automatically use non-fiction texts to extract information across the curriculum. (Increased challenge within the texts).</p>	<p>Comment upon and evaluate how the style and vocabulary choices are linked to the purpose of the text</p> <p>Understand and evaluate how authors use figurative language to create different effects.</p> <p>Critically evaluate how the author has conveyed different viewpoints, characters, and structured plots for effect</p>	<p>Discuss fact and opinion and evaluate language used to convey this across a variety of texts; and across the curriculum.</p> <p>Knows why the author has encouraged the reader to empathise with the character, or a particular viewpoint or an opinion, and the impact it has on the reader.</p> <p>Comments on the overall impact of poetry and prose with reference to features, e.g. development of themes.</p> <p>Explains success or otherwise of writing in evoking a response.</p> <p>Able to explain where author's viewpoint may be concealed.</p> <p>Articulates personal response to literature.</p> <p>Explain overall impact of poetry or prose.</p>
Path 6 : Step 3	<p>Comment on different features of language used in poems and prose (for example dialect) such as abbreviations and colloquialisms</p> <p>Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in English appendix 1</p> <p>Maintain positive attitudes to reading and continuing to increase their familiarity with a wide range of books, including myths, legends traditional stories, modern fiction, fiction from our literacy heritage and books from other cultures and traditions.</p>	<p>Prepare for factual research by evaluating different sources to support objective focus.</p> <p>Critically compare and evaluate how stories may vary in pace, sequence, complication and resolution</p> <p>Routinely uses the skills of skimming, scanning and text-marking to identify key ideas.</p> <p>Explores the text to support and justify predictions and opinions (Point + Evidence + Explanation + Evaluation)</p> <p>Internalise the figurative language and structures of poems and plays.</p> <p>Evaluate different text plots by the same author for composition and effect/impact on the reader.</p>	<p>Automatically refer to the text to support predictions and opinions</p> <p>Make in depth critical comparisons to inform my viewpoints and opinions around the effectiveness of different texts.</p> <p>Automatically use non-fiction texts to extract information across the curriculum.</p> <p>Retrieve and collate key ideas from a range of sources.</p>	<p>Critically comment upon and evaluate how the style and vocabulary choices are linked to the purpose of the text</p> <p>Evaluate how authors use figurative language to create different effects and how this impacts on the reader.</p> <p>Critically evaluate how the author has conveyed different viewpoints, characters, and structured plots for effect</p>	<p>Routinely distinguishes fact and opinion and critically evaluate language used to convey this across a variety of texts; and across the curriculum.</p> <p>Critically evaluates why the author has encouraged the reader to empathise with the character, or a particular viewpoint or an opinion, and the impact it has on the reader.</p>