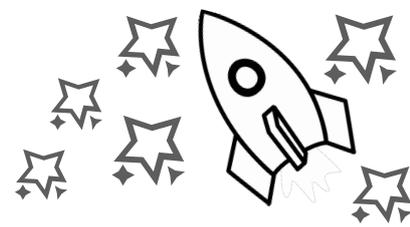


# Achievement Statements

## Year 6 Reading



### Foundational Achievement Statements

Power Statement

I can read with great expression, showing awareness of the listener and using pauses, emphases and pacing

I can read at an age equivalent level of 11 years and 8 months or more (as measured on a formative test)

I can read aloud a familiar text at my level at a rate of 140 words per minute

☆

### Conceptual Achievement Statements

Power Statement

I can use skimming, scanning and note-taking to identify the key points in a text

☆

I can plan a strategy to research a topic including choosing appropriate books and other sources, search terms and using indexes and glossaries

☆

I can make up questions that help me to review a text and improve my understanding

I can answer questions that require me to think beyond the text

☆

I can infer, deduce and speculate about the feelings of the main characters (e.g. unhappy, angry or stressed) making reference to supporting quotations

☆

I can infer, deduce and speculate about what a person in a story is thinking making reference to relevant quotations

☆

I can make predications about what might happen next from the stated and implied details in the text

I can point to parts of a text that support an idea or an opinion

☆

I can distinguish between fact and opinion and explain how I know

I can talk about an author's techniques for describing characters, settings and actions and the impact they are designed to have on the reader

☆

I can point to language that is expressive, figurative or descriptive and creates effects in poetry and prose

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I can explain my understanding of words and context

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I can take part in discussions about books, including comparing them, building on the ideas of others and challenging their views courteously

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### The Progression of Evidence

This objective has been TAUGHT.	Achieved with SUPPORT.	Achieved INDEPENDENTLY.	Shown in a CROSS-CURRICULAR piece of work.	INDEPENDENTLY APPLIED.
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