Reading Milestones – Year 6

Planning Theme Teach retrieval, Inference, response and language every week	Key Elements Vocabulary/Inference/Prediction/Explanation/Retrieval/Summarising *(ASHLEY BOOTH AND VIPERS)*	
Fluency **Summarising** **Vocabulary**	1.	Apply their knowledge of root words, prefixes and suffixes to read aloud
	2.	Summarise ideas, events and information throughout a text and across texts (about a common topic)
	3.	Predict what may happen based on their wider understanding of content and themes e.g. I think Macbeth will die because it's a tragedy/villains often lose
	4.	Use skimming and scanning to locate information selectively and precisely across a range of sources
	5.	Use age appropriate dictionaries and thesauri to check the meanings of words
Fluency **Summarising** **Themes**	6.	Discuss their understanding of both texts they have read independently and those read to them (see range)
	7.	Explore the meaning of words in different contexts within fiction and non- fiction e.g. flexible means he was prepared to compromise/means it was bendy
	8.	Identify how the same theme is represented across texts e.g. loss in WWI poetry/narratives and how multiple themes are presented in longer
Explaining **Gathering information from the text**	9.	Independently devise key questions and identify themes to research e.g. racism, slavery
	10.	Make notes from several sources to gather information
	11.	Make choices about the most efficient techniques to make notes
	12.	Refine notes by disregarding unreliable information e.g. when researching penguins in Antarctica, disregarding information based on opinion or facts that don't correlate with the bulk of the research
Inference and Response	13.	Explain their thinking through referring to key details and comparisons
	14.	Draw inferences across texts about characters' viewpoints, authors' viewpoints and themes e.g. soldiers were disillusioned with the war because the reality was different from what they'd been told
	15.	Recite poems by heart, using intonation, tone and volume to emphasise key elements of the poem and provoke a response in the listener e.g. The Tyger (Blake) Stop All The Clocks (Auden) recital of well-known speeches (Winston Churchill, Martin Luther King, Nelson Mandela)
	16.	Read aloud and perform play scripts, **refining** their performance to illustrate subtleties e.g. to show changes in character, effects of the plot using asides, expressions, gestures, monologues
Evaluation **Justification** **Identifying themes and convention**	17.	Justify their inferences and views with a variety of references from across texts and by comparing sources and considering the reliability of information e.g. selecting points that support and discrediting points that contradict their argument
	18.	Evaluate how and why authors use language, shades of meaning and a range of figurative devices to impact on the reader e.g. explain the differences between words such as: miffed, irritated, furious, fuming, irate, livid, incensed and their impact
	19.	Identify the structural conventions of non-fiction in relation to the text type (see range)
	20.	Identify how the structure and presentation of texts contributes to the meaning e.g. moving backwards and forwards throughout the story ('Holes') using a range of narrators (Trash) pathway stories
	21.	Distinguish between fact, opinion and bias

	22.	Respond to questions that develop understanding of a text, topic or theme, including their wider understanding of cultural and social issues e.g. Why did Dickens write so often about the rich and the poor? Why was Adeline treated so badly? (Chinese Cinderella)
	23.	Explain and extend their own views and challenge those of others
	24.	Using notes to support presentations and debates