

Year Group	Year 6 TAFs are in red type			
Point		37	39	41
Grade		6C	6B	6A
Assessment Milestone	TAFs covered in previous years	Step 1	Step 2	Achieved Y6 <i>Refer to non-statutory guidance for exemplification</i>
WORD READING		<ul style="list-style-type: none"> Can read more than half of Year 5/6 common exception words list (50+ words) Can work out the meaning of unknown by the way that they are used in context Fluently and effortlessly reads a range of age appropriate texts including novels, stories, plays, poetry, non-fiction, reference and text books 	<ul style="list-style-type: none"> Can read majority of Year 5/6 common exception words list (80+ words) Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience 	<ul style="list-style-type: none"> Can read vast majority if not all of the Year 5/6 common exception words list Determines the meaning of new words by applying knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 ®
READING COMPREHENSION	<ul style="list-style-type: none"> Can talk about the effects of different words and phrases to create different images and atmosphere (verbs, adjectives and adverbs) Identify main ideas drawn from more than one paragraph and summarise these using quotations for illustration In non fiction, retrieve, record and present information to the reader from a range of sources Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence 	<ul style="list-style-type: none"> Can explore texts to support and justify predictions and opinions (<i>Sum up what you find/discuss/think about, make your points, state your thoughts, elaborate by justifying view points, using additional evidence to link knowledge and experience</i>) Skim read all text types to establish meaning Ask questions to enhance their understanding of the text Can discuss the difference between literal and figurative language and the effects of imagery Can discuss the message a text has about our society, a particular culture or traditions from the past Distinguish between statements of fact and opinion; and in non-fiction Identify viewpoint in text, with some, often limited, explanation Demonstrates a positive attitude to reading by frequently reading for pleasure, both fiction and non-fiction 	<ul style="list-style-type: none"> Can infer and deduce messages, moods, feelings and attitudes and reference ideas in the text including poetry, prose, fiction and non-fiction Can evaluate relationships between characters (e.g. how they behave in different ways with different characters in different settings) Can recognise the use of irony and comment on the writer's intention (e.g. sarcasm or insincerity) Can discuss how the historical, social or cultural context of a text can affect its meaning and how it can change over time Can discuss the purpose, audience and organisation of different fiction/non-fiction texts evaluating their success Has read and demonstrates 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 Expresses views formed through independent reading and books that are read to them, explaining and justifying personal opinions, and courteously challenging those of others 	<ul style="list-style-type: none"> Makes predictions based on details rooted in the text (stated and implied) Draws on contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings. Identifies themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a wide range of writing Explains how language, structure and presentation contribute to meaning and effect of a text Comments on how language, including figurative language and irony, is used to contribute to meaning Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Can identify and explain the writer's viewpoint with reference to the text Can comment on how specific information, ideas or events within the story, can alter the reader's thoughts and opinions or the course of events Identify some basic features of organisation at text level (<i>going beyond the obvious in fiction such as flashbacks and forwards and in non-fiction looking at devices and decisions the writer has made in multi-genre texts</i>) Identifies key details that support main ideas, and uses them to summarise content drawn from more than one paragraph Is able to make comparisons within and across different texts Has learnt a wide range of poetry by heart

Year Group	Beyond Year 6		
Point	43	45	47
Grade	7C	7B	7A
Assessment Milestone	Step 1	Step 2	Achieved Y6 <i>Refer to non-statutory guidance for exemplification</i>
Thresholds	4-6 descriptors	7-10 descriptors	11-13 descriptors
READING COMPREHENSION	<ul style="list-style-type: none"> • Can use quotations and text references to support ideas and arguments • Can combine information from different sources to produce meaningful information • Can identify the different layers of meaning in the text. (e.g. a war story might tell about life in the trenches but also the regime of a nation/propaganda e.g. WWII and Hitler) • Can identify the language associated with different viewpoints and how this can affect the meaning e.g. Some people believe, On the other hand, One way of looking at this) • Can comment on how inferences can be different depending on the experiences of the reader (e.g. an evacuee or survivor of a war verses soldier/dictator or someone who has not experienced war first hand) • Relevant points clearly identified, including summary and synthesis of information from different sources or different places in the same text • Commentary incorporates apt textual reference and quotation to support main ideas or argument • Comments securely based in textual evidence and identify different layers of meaning, with some attempt at detailed exploration of them, e.g. explaining the association of different words in an image, or exploring connotations in a political speech or advertisement • Comments consider wider implications or significance of information, events or ideas in the text, e.g. tracing how details contribute to overall meaning • Detailed exploration of how structural choices support the writer's theme or purpose, e.g. tracing how main ideas/characters develop over the text • Comment on how a range of features relating to organisation at text level contribute to the effects achieved, e.g. how the writer builds up to an unexpected ending, juxtaposes ideas, changes perspectives or uses everyday examples to illustrate complex ideas • Some detailed explanation, with appropriate terminology, of how language is used, e.g. tracing an image; identifying and commenting on patterns or structure in the use of language; or recognising changes in language use at different points in a text • Some drawing together of comments on how the writer's language choices contribute to the overall effect on the reader, e.g. 'all the images of flowers make the events seem less horrific and makes it even sadder' • Main purpose precisely located at word/sentence level or traced through a text, e.g. commenting on repetition of 'Brutus was an honourable man'. • Viewpoint clearly identified and explanation of it developed through close reference to the text, e.g. 'you know it's told from Eric's point of view even though he doesn't use the first person' • The effect on the reader clearly identified, and how that effect has been created, e.g. 'when Macduff just says he has no children you hate Macbeth because you remember the scene in the castle. You realise Macduff's revenge can never be complete' • Some exploration of textual conventions or features as used by writers from different periods, e.g. comparing examples of sonnet form, dramatic monologue, or biography or travel writing • Some detailed discussion of how the contexts in which texts are written and read affect meaning, e.g. how an idea/topic is treated differently in texts from different times and places or how the meaning of a text has changed over time 		