



## Y6 Reading Assessment

<b>Decoder</b>
I can use conjunctions as signposts to indicate a change of tone
I can cope with different features of language such as abbreviations, colloquialisms and specialist vocabulary, e.g. prefix and suffix
I can cope with different features of language used in poems and prose e.g. dialect
<b>Comprehender</b>
I can distinguish between statements of fact and opinion
I can recognise texts that contain features of more than one text type e.g. persuasive letter
I can prepare for factual research, considering what is known already
I can extract and evaluate relevant information from more complex texts
<b>Reading Detective</b>
I can use PEE (Point, Evidence, Explain) to support predictions and inferences
I can identify and comment on explicit and implicit points of view
I can use detailed knowledge of text types to make reasoned predictions
<b>Language Lover</b>
I can compare and contrast the styles of individual writers and poets providing examples
I know how styles and vocabulary are linked to the purpose of the text – ‘Obviously, common sense tells us...’ in a persuasive text
I can comment on and explain the writers use of language features – ‘The rhythm and rhyme pattern together make it mimetic, like the rhythm of the train’
<b>Responder</b>
I can identify and describe the key characteristics about a writer’s or poet’s style
I can respond critically to issues raised in stories, locating evidence in the text, and explore alternative courses of action and evaluate the author’s solution
I can identify and discuss themes and conventions in and across a wide range of writing
I can comment critically on the overall impact of poetry or prose, with reference to the text
<b>Big Reader</b>
I can identify different character types across a range of texts
I can identify themes across a range of texts (social, cultural and historical)
I am beginning to evaluate texts by comparing how different sources treat the same information
I understand that texts reflect the time and culture in which they were written – ‘Dickens wanted people to feel bad about the way the poor were treated then