HC AT	Name		Class of	
	Reading: Planning & Assessment Y6			
	Statements	5-10	11-16	17-20
	Attainment	**Year 6 Emerging**	**Year 6 Developing**	**Year 6 Secure**

	Y6 Reading- 20 statements and 5 KPIs		Date where evidence can be found		
1	Can clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts.	Literal			
2	Can use quotations and text references to support ideas and arguments.	Reader Response			
3	Can summarize information from different points in the same text or across a range of texts.	Literal			
4	Can combine information from different reading sources with increasing precision to produce meaningful information (e.g. by referring to other sources of information beyond the main text to support an argument or justification, or being able to choose from information retrieved selectively and precisely in order to present relevant information to a chosen audience).	Literal			
5	Can infer and deduce messages, moods, feelings and attitudes, and reference ideas in the text (e.g. how a message can be inferred through referring back to different points in the text where things have been implied).	Inference			
6	Can securely make deductions, firmly rooted in the evidence in the text.	Inference			
7	Can identify the different layers of meaning in a text (e.g. a war story might, on the surface, tell about life in the trenches, but at a deeper level might make a powerful case against war or against the propaganda being put out back home).	Inference			
8	Can evaluate relationships between characters (e.g. how characters behave in different ways as they interact with different people and/or different settings).	Inference			
9	Is beginning to unpick and evaluate the details of the different layers of meaning in texts (pupils use language to discuss such as "This could be interpreted as … on the other hand … perhaps the writer is suggesting … one way of looking at this is that … whilst another could be … ").	Author Intent			
10	Can reflect on the wider consequences or significance of information, ideas or events on the text as a whole (e.g. how one small incident altered the whole course of the story).	Inference			
11	Can discuss how inferences differ depending upon the experiences of the reader.	Reader Response			
12	Can give detailed insight into how the structural choices support the writer's theme or purpose (e.g. decisions about plot structure, mapping character development through a whole text, flash forwards/backs; in non-fiction, looking at devices and decisions the writer has made in multi-genre texts).	Author Intent			
13	Can discuss the range of organizational features used and how they contribute to the overall effect of the text (e.g. how a writer changes viewpoints through a text; how a writer organizes information so the reader can compare/contrast ideas).	Author Intent			
14	Can explain in detail how the author has used different language features (e.g. how the writer makes different language choices at different points in the text).	Author Intent			
15	Can identify and discuss the use of irony and comment on the writer's intention (e.g. sarcasm, insincerity, mockery).	Author Intent			
16	Can clearly identify and explain the writer's viewpoint, making reference to the text.	Inference			
17	Can clearly identify the effect the writing has on the reader, and begin to explain how this impact has been created.	Reader Response			
18	Can evaluate how messages, moods, feelings and attitudes are conveyed in poetry, prose and non-fiction, making reference to the text. (Sum up what you have discussed/evaluated; make your point/state your thoughts, ideas and arguments; find evidence in and/or around the text to support your views; clarify your thinking by elaborating on and justifying your views, using additional evidence and linking to wider knowledge/experiences; comment on how successful you feel the writer has been in this particular area).	Author Intent			
19	Can discuss the purpose, audience and organization of different fiction/non-fiction texts, evaluating their success.	Author Intent			
20	Can discuss how the historical, social or cultural context of a text can affect its meaning (either the context within in which the writer has written or the context within which the reader is reading) and how this can change over time.	Reader Response			