An Daras Multi Academy Trust
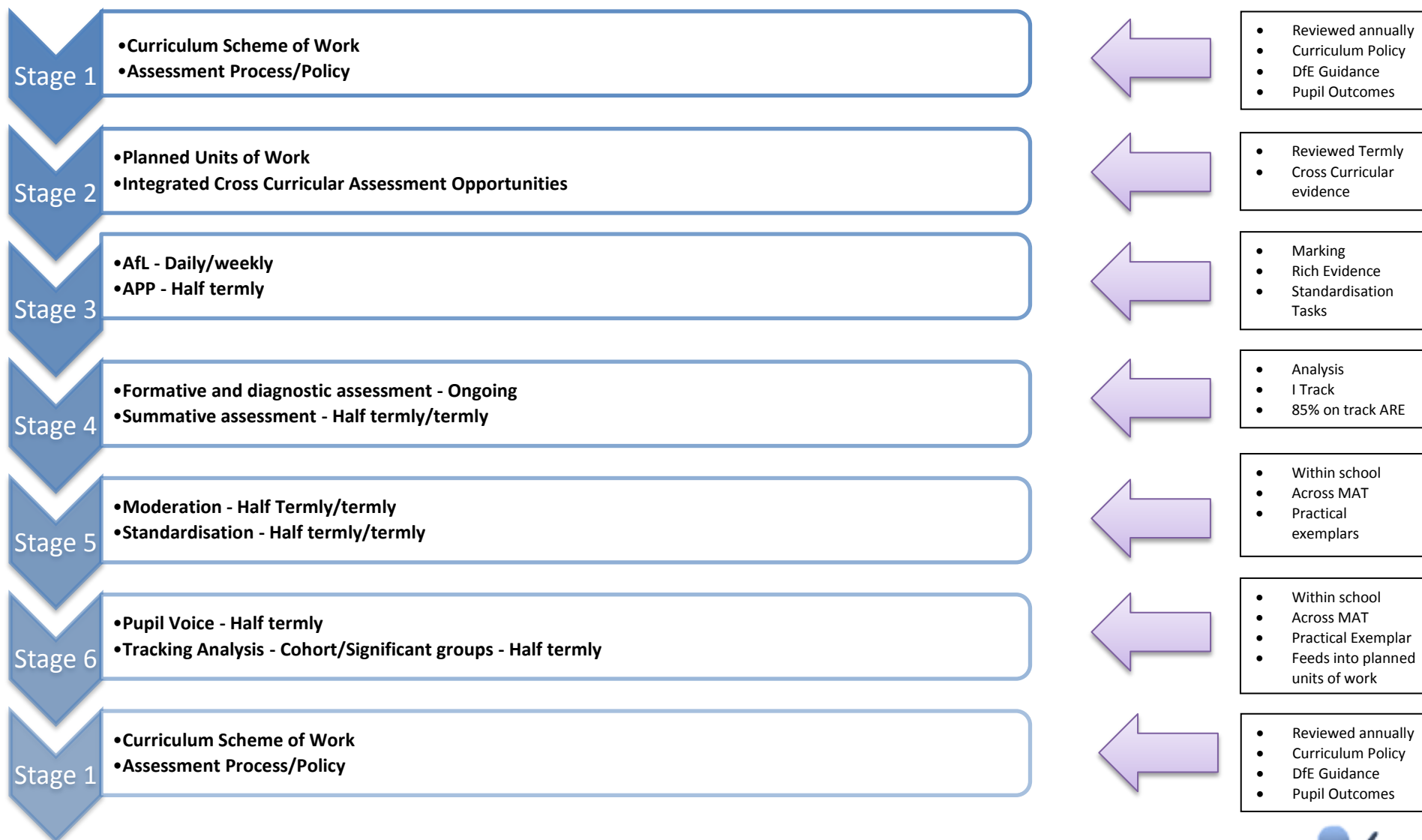## Assessing Pupil Progress – Reading (Y6)

Integrated Curriculum Scheme of Learning - 2015	
Document:	**ADMAT Assessing Pupil Progress (APP)**
National Curriculum Subjects:	**Reading**
Year Group:	**Year 6**
Agreed and Approved:	**Sept 15**
Leader In Year Review Dates:	**Sept 16**
Related Documents and Guidance:	National Curriculum 14/15
	Dimensions Skill Ladders 14
	English Scheme of Learning 15
	Non-Negotiable 14
	English Policy 15
	Handwriting Policy 15
	Assessment Policy 15
	Marking Policy 15

Stage	Content		Details
Stage 1	•**Curriculum Scheme of Work** •**Assessment Process/Policy**	←	• Reviewed annually • Curriculum Policy • DfE Guidance • Pupil Outcomes
Stage 2	•**Planned Units of Work** •**Integrated Cross Curricular Assessment Opportunities**	←	• Reviewed Termly • Cross Curricular evidence
Stage 3	•**AfL - Daily/weekly** •**APP - Half termly**	←	• Marking • Rich Evidence • Standardisation Tasks
Stage 4	•**Formative and diagnostic assessment - Ongoing** •**Summative assessment - Half termly/termly**	←	• Analysis • I Track • 85% on track ARE
Stage 5	•**Moderation - Half Termly/termly** •**Standardisation - Half termly/termly**	←	• Within school • Across MAT • Practical exemplars
Stage 6	•**Pupil Voice - Half termly** •**Tracking Analysis - Cohort/Significant groups - Half termly**	←	• Within school • Across MAT • Practical Exemplar • Feeds into planned units of work
Stage 1	•**Curriculum Scheme of Work** •**Assessment Process/Policy**	←	• Reviewed annually • Curriculum Policy • DfE Guidance • Pupil Outcomes

ADMAT Year Group 6 Non-Negotiable Expectations	Key Concepts
Reading - Non-Negotiable	- Refer to text to support opinions and predictions - Give a view about choice of vocabulary, structure, etc. - Distinguish between fact & opinion - Appreciate how a set of sentences has been arranged to create maximum effect - Recognise: - complex sentences with more than one subordinate clause - phrases which add detail to sentences - Explain how a writer has used sentences to create particular effects - Skim and scan to aide note-taking
Unlocking learning through Oracy - Non-Negotiable	- Listen carefully and adapt talk to the demands of different contexts, purposes and audiences with increasing confidence - Ask questions to develop ideas and make contributions that take account of others' views - Use evidence to support ideas and opinions - Explain ideas and opinions – elaborating to make meaning explicit - Take an active part in discussions, taking different roles - Use hypothetical speculative language to express possibilities - Use Standard English fluently in formal situations - Debate an issue maintaining a focused point of view - Use formal language of persuasion to structure a logical argument - Perform their own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is made clear - Perform poems or plays from memory making deliberate choices about how they convey ideas about characters, context and atmosphere - Pay close attention to, and consider the view and opinions of, others in discussions - Make contributions to discussions, evaluating others' ideas and responding to them - Understand and select the appropriate register according to the context

ADMAT/ARE Year 6 Reading/Key Concepts (v2)	Pupil Name: Class Teacher:	Term 1	Term 2	**Term 3**	**Are Related Expectation Key:**	NE = Not Enough Evidence **EM** = Emerging **TI** = Towards Independence **EXP** = Expected **EXP+** = Expected Plus **EXC** = Exceeding

A/Decoding				B/Reading for pleasure				C/Prediction				D/Clarifying				E/Questioning				F/ Summarising				G/Language for effect				H/Themes and conventions			
A1. Use a range of reading strategies to work out any unfamiliar word				**B1. Make inference drawn from across and between texts and justify with evidence. Use PEE (Point, Evidence, Explanation) to support inferences**				**C1.** As B1				**D1.** As B1				**E1.** As B1				**F1.** As B1				**G1.** As B1				**H1.** As B1			
EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
A2. Read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience				**B2.** Read a broader range of texts including those from literary heritage and more challenging texts				**C2. Predict what might happen from details stated and implied** based on: - themes - conventions - knowledge about the author - genres				**D2. Give the meanings of words on context**				**E2.** Ask and answer questions to improve understanding of themes and authorial intent				**F2. Identify and summarise main ideas from across a text**				**G2.** Discuss how the structural and presentational choices impact on meaning, theme and purpose				**H2.** Identify the themes and conventions of a range of texts			
EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
A3. Read age appropriate books with confidence and fluency (including whole novels)				**B3.** Recommend books they have read to their peers, giving reasons for their choice								**D3. Explain and explore the meaning of words in context**								**F3.** Identify key details that support main ideas and use quotations for illustration				**G3. Discuss and evaluate texts, commenting on writers' use of words phrases and language features including figurative language, considering the impact on the reader**				**H3.** Discuss/comment on themes and conventions in different genres and forms			
EM	TI	EXP	EXC	EM	TI	EXP	EXC					EM	TI	EXP	EXC					EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC
1	2	3	4	1	2	3	4					1	2	3	4					1	2	3	4	1	2	3	4	1	2	3	4
				B4. Demonstrate continuous engagement with reading: - reading for sustained								**D4.** Distinguish between fact and opinion								**F4. Retrieve and record key information from non-fiction**								**H4. Make comparisons and contrasts within and across books**			

				EM	TI	EXP	EXC					EM	TI	EXP	EXC										EM	TI	EXP	EXC
periods of time - complete a wider range of more challenging and lengthier books - engage actively in book discussions with and without adult support - respond to reading in a written form, beginning to develop a critical stance				1	2	3	4					1	2	3	4										1	2	3	4
												D5. Clarify concepts and ideas at sentence, paragraph and whole text level													**H5.** Discuss viewpoints (both of the author and fictional characters), within a text and across more than one text			
				EM	TI	EXP	EXC					EM	TI	EXP	EXC										EM	TI	EXP	EXC
				1	2	3	4					1	2	3	4										1	2	3	4
												D6. Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence													**H6.** Provide reasoned justifications for opinions about a book			
				EM	TI	EXP	EXC					EM	TI	EXP	EXC										EM	TI	EXP	EXC
				1	2	3	4					1	2	3	4										1	2	3	4

Rich Evidence – Guidance Year 6	Autumn Term (Terms 1+2)	Spring Term (Terms 3+4)	Summer Term (Terms 5+6)
Formative	Independent Reading- 1:1 Book Bands Oral Comprehension Home/ School Reading Records Guided Reading Assessment Notes Written Response to reading. E.g. Reading menus	Independent Reading- 1:1 Book Bands Oral Comprehension Home/ School Reading Records Guided Reading Assessment Notes Written Response to reading. E.g. Reading menus	Independent Reading- 1:1 Book Bands Oral Comprehension Home/ School Reading Records Guided Reading Assessment Notes Written Response to reading. E.g. Reading menus

	Comprehension Activities Reading from Topic/ Cross Curricular Reading Independent and choice Reading (e.g. Homework/ Reading Time/Library) Research Reading in Other Subjects Reading in Role- Play Self- Initiated Reading	Comprehension Activities Reading from Topic/ Cross Curricular Reading Independent and choice Reading (e.g. Homework/ Reading Time/Library) Research Reading in Other Subjects Reading in Role- Play Self- Initiated Reading	Comprehension Activities Reading from Topic/ Cross Curricular Reading Independent and choice Reading (e.g. Homework/ Reading Time/Library) Research Reading in Other Subjects Reading in Role- Play Self- Initiated Reading
Summative	Comprehension Reading (1x half term minimum)	Comprehension Reading (1x half term minimum)	Comprehension Reading(1x half term minimum)