



Name:

BAND: RUBY – YEAR 6
Expected End of Spring

Congratulations! You are on Ruby Band Books

While you are reading Ruby Band Books you will learn to:

Word Reading (Decoding) - Can use their knowledge of a wider range of root words, prefixes and suffixes to understand and pronounce new words with minimal impact on fluency: e.g. *uses knowledge of the word 'tolerate' to read and understand tolerance intolerable, toleration, tolerant.*

Range of Reading - Can participate in discussion about a widening range of longer and more challenging fiction, poetry, plays non-fiction and reference books, including some whole books, that they have read for themselves, expressing views and preferences about authors, poets and genres, justifying them by reference to the text, drawing on, comparing and contrasting examples.

Range of Reading - Can select and read books making effective use of the structure: e.g. first person historical accounts, spy series, series set in alternative worlds, historical fiction.

Range of Reading - Can make comparisons within and between books and between versions of the same text, giving examples to support opinions: e.g. *Stanley is a bit like Sirius Black because they are both held captive even though they are innocent.*

Familiarity with Texts - Is familiar with a wide range of age-appropriate books and can independently identify, name and describe some genres: e.g. *espionage, magical worlds, comedy.*

Familiarity with Texts - Can independently recognise and discuss the themes and conventions used in a wide range of age-appropriate texts: e.g. *isolation, flashback in narrative.*

Poetry and Performance - Can select and learn by heart an increasing range of age-appropriate poems.

Poetry & Performance - Can prepare, read aloud and perform age-appropriate poems and play scripts showing understanding of intonation, tone, volume so as to gain and maintain the attention of an audience.

Understanding - Can usually monitor reading for sense and self-correct when they misread and can usually explore how the same word can have different meanings in different contexts: e.g. *dissolve, solution (in science), 'He dissolved in tears', Parliament was dissolved, there was no solution to the problem.*

Understanding - Can usually ask themselves questions to improve their understanding when independently reading an age-appropriate texts: e.g. *Well, if the water all disappeared from Green Lake because of a curse, I wonder if it could be brought back again somehow?*

Understanding - Can, when reading an age-appropriate book independently, identify the main ideas in paragraphs and can usually produce a succinct summary, paraphrasing the main ideas.

Inference - Can draw inferences from their independent reading of age-appropriate texts and explains thinking, routinely returning to text to support opinions: e.g. *Mr Pendanski sits in a circle with the boys and ask them about their future. He seems to really care about them because he won't let X-ray laugh at the idea of Magnet being an animal trainer. He talks to all of them with respect but he's not soft because he tells them they are each the only person responsible for them being there.*

Prediction - Can usually read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader: e.g. *I think we're being told about the yellow-spotted lizard and how it likes to live in holes because Stanley is going to get bitten by one. The author just made sure in the previous chapter that we know the boys use holes to go to the bathroom so the reader is being set up for it. Magnet also warns him, and often when a character gets a warning it also warns the reader the bad thing is going to happen.*

Authorial Intent - Can usually identify language, including figurative language in age-appropriate texts the writer has chosen for impact, and usually discuss and evaluate the impact on them as a reader: e.g. *The author says Stanley's water canteen banged against his chest as he ran, reminding him every time it hit that it was empty, empty, empty. The author repeats the word empty to echo the thumping of the canteen, and he writes about the canteen reminding Stanley as if it were alive and a character. It made me feel thirsty and desperate like Stanley.*

Authorial Intent - Can usually identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and sometimes demonstrate their understanding of how these help the reader draw meaning from the text: e.g. *recognises the shape a range of poetic forms make on the page such as ballads, sonnets, haiku; recognises nuances of meaning between similar words, such as respect and deference; uses a wide range of presentational features to draw meaning from non-fiction texts such as pie charts, Venn diagrams, maps with keys, cross-sectional diagrams.*

Non Fiction - Can usually, in their reading of age-appropriate texts, distinguish opinions and assertions from facts, questioning what they read and looking for evidence to support questions within a text or in footnotes or references.

Non Fiction - Can usually identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts on paper and on screen to answer them. Usually records information in a form that can be easily retrieved. Usually presents information in ways that are coherent and useful to themselves and others.

Discussing Reading - Can usually share their opinions about age-appropriate books they have read independently and usually make appropriate recommendations to their peers, giving reasons for their choices: e.g. *I would recommend Tolkien's The Hobbit to my group because there are two great films to go with the book and we really enjoyed exploring how episodes from our novel had been adapted for film and discussing which we preferred.*

Discussing Reading - Can usually take part in discussions about age-appropriate books they have read or had read to them, taking turns, listening to and building on ideas, observing courtesies when challenging and being challenged: e.g. *suggesting alternative interpretations and being open to those suggested by others.*

Discussing Reading - Can give thorough explanations of their points and prepare responses to likely conflicting opinions.

Discussing Reading - Can justify views usually offering coherent evidence to support them: e.g. *I think Sachar is really writing about the power for good and bad that some people have over others, especially adults over children, because all the way through the book Stanley seems powerless and at the mercy of the adults around him. Even at the end it is adults who set him free.*