|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 6 GD Learning Wall** | | | | **Class:** | | | | **Date:** | | | |
|  | | [GD] I can independently retrieve, record and present information from non-fiction with clarity. | | [GD] I show my understanding of what I have read by drawing inferences from within the text and justifying them with a range of quality evidence. | | [GD] From my reading, I can accurately predict what may happen in a story from details given and suggested in the text. | | [GD] I am able to justify my views in greater detail. | |  | |
|  |  | | [GD] I can compare and understand the key features of myths, legends and traditional stories and modern fiction. | | [GD] I confidently use the words and word parts that I can read and understand already to think about what new words mean and sound like. | | [GD] I can make detailed comparisons within and across books I have read. | |  | |  |
|  | | [GD] I am able to confidently read aloud and perform a range of poems and plays, and use appropriate intonation, tone and volume to help different audiences with their own understanding. | | [GD] I continue to read, compare and evaluate an increasingly wide range of fiction, poetry, plays, non-fiction and reference books as well as text books. | | [GD] I understand what I read, even though books are set out in different ways and are written for different purposes, comparing their styles. | | [GD] I check my understanding of books I have read through discussion, comparing it with other books I have read and exploring the meaning of words. | |  | |
|  |  | | [GD] I can evaluate how language, structure and presentation all contribute to meaning in texts I read. | | [GD] I am able to identify key details and ideas in texts by summarising a given number of paragraphs I have read independently. | | [GD] I know authors use particular language which will have impact on me, the reader and suggest possible improvements. | |  | |  |