Implications for Teaching:
Reflections on year 6 reading attainment

A handy summary for year 6 teachers in 2019

Trying to cover the breadth of the English national curriculum presents a substantial challenge for any year 6 teacher. Determining which aspects of the subject and which skills to focus on during precious literacy time can be difficult: everything seems to warrant attention, especially with end of key stage national curriculum tests to prepare for.

To support year 6 teachers with their curriculum planning, NFER have scrutinised the data and the papers from the 2017 and 2018 KS2 national curriculum tests and combined these findings with some of the key diagnostic points from our own year 6 NFER Tests. Based upon the proportion of pupils successfully answering different questions; attaining multiple marks where they were available; or choosing not to attempt particular questions, the result is this easy to refer to summary.

Below you will see which skills have generally been well-embedded by the end of primary education (*Pupils can...*); which tend to be a work-in-progress (*Pupils find it harder to...*); and which require more substantial focus and teaching (*Pupils find it hardest to...*).

YEAR
6

Pupils can...

- scan for discrete pieces of information in straightforward texts, especially near the beginning of a text
- use headings / sub-headings to help them locate information within specific sections which appear later in a text
- understand the main (most explicit) ideas presented in texts or sections of text
- identify the difference between simple facts and opinions
- sequence simple events across the whole of a straightforward text
- make simple inferences which are grounded in a basic general knowledge / understanding of the world.

Pupils find it harder to...

- summarise in instances where some inference is required
- make inferences about character / personality
- find evidence to support inferences
- identify words / phrases with similar meanings
- explain an idea / concept in their own words
- scan for details when the text is denser or when some inference is required.
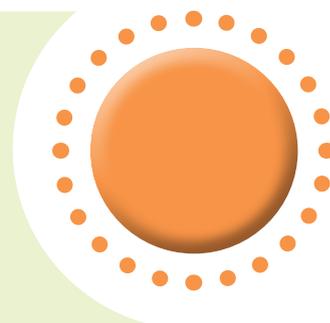
Pupils find it hardest to...

- make multiple inferences, connecting linked ideas together
- make inferences about characters' motivations
- make / explain more conceptual inferences
- define or explain the impact of vocabulary in their own words
- interpret the meaning of figurative language, where comparisons are not commonplace and well-known idioms
- search for complex / inferential ideas across a whole text.
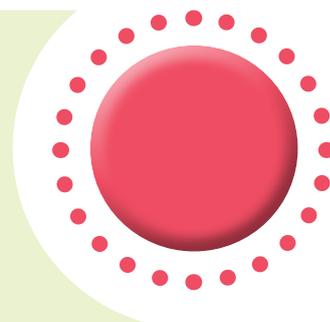
For further free resources and guidance on assessment in schools, visit the NFER Assessment Hub at **www.nfer.ac.uk/assessment-hub.** Keep an eye out for a short series of Implications for Teaching articles, **coming in October 2019**!