

Reading in Year 6

How we read, understand and explain

A short explanation

A shared reading activity

A chance to discuss the answers



2027 KS2 SATs Exam Timetable

DATE	EXAM
Mon 10 th May	Grammar, Spelling & Punctuation (Paper 1) Grammar, Spelling & Punctuation (Paper 2)
Tue 11 th May	English Reading
Wed 12 th May	Maths Paper 1 (Arithmetic) Maths Paper 2 (Reasoning)
Thu 13 th May	Maths Paper 3 (Reasoning)



ExamNinja

What reading looks like in Year 6

Children read increasingly demanding fiction, non-fiction and poetry.

We develop fluent reading and explore unfamiliar vocabulary.

We discuss ideas, find evidence and explain our thinking.

Independent reading and reading for pleasure remain important.

The eight reading domains

2a Vocabulary: what does a word mean in this sentence?

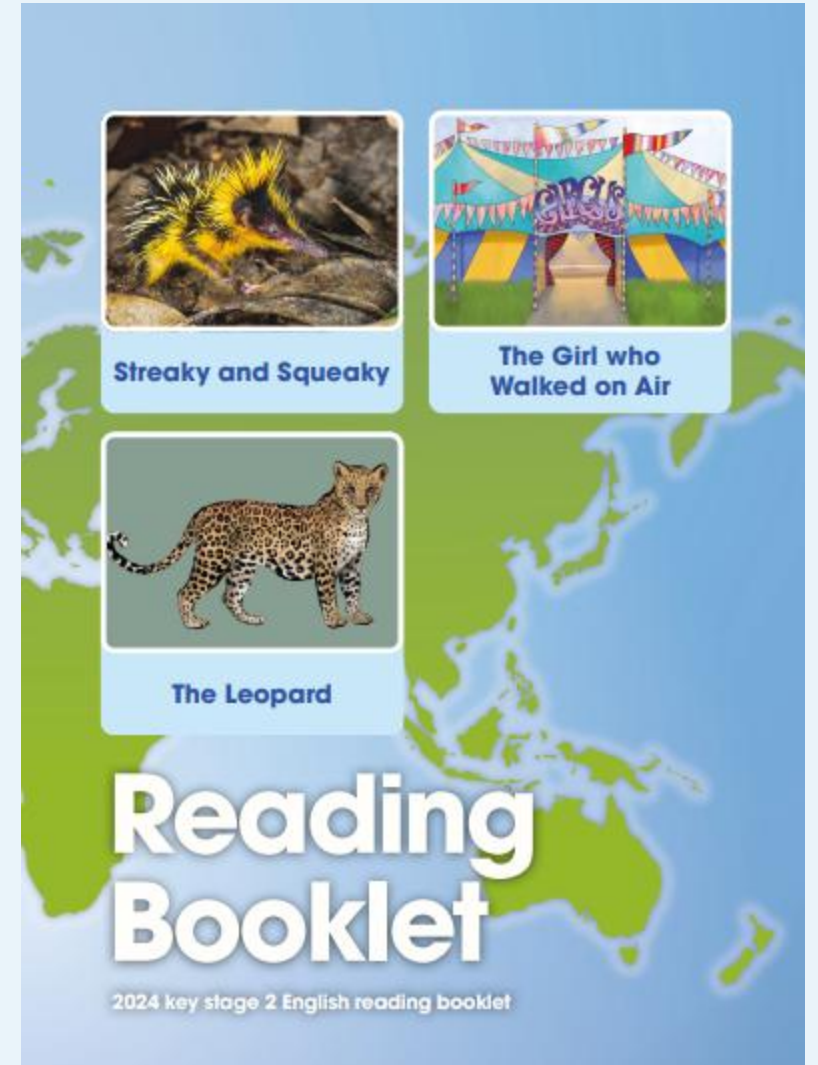
2b Retrieval: which facts or details does the text give us?

2c Summarising: what are the main ideas across paragraphs?

2d Inference: what can we work out using clues and evidence?

In the 2024 paper, retrieval and inference accounted for 41 of 50 marks.

3 / 2 minutes



The other reading domains

2e Prediction: what might happen, based on what we have read?

2f Meaning across the text: how do its parts fit together?

2g Language choices: how do words and phrases affect meaning?

2h Comparison: what is similar or different within the text?

Today's SATs examples focus on vocabulary, retrieval and inference.

Echo, choral and paired reading

Echo: listen to a model, then repeat the same sentence.

Choral: read the same short passage aloud together.

Paired: take turns, listen and talk about what you read.

“They have very fragile jawbones and can only eat soft food. If they tried to eat anything harder, it could damage or even break their jaws.”

We practise phrasing and expression, then check what the words mean.

Teacher model: reading and highlighting

As we read, we select words or information that may matter.

What do tenrecs eat?

Tenrecs forage in the rainforest for soft-bodied invertebrates such as worms and beetle larvae. They sometimes stamp on the ground with their forepaws, to create vibrations, which may increase earthworm activity. They have very fragile jawbones and can only eat soft food. If they tried to eat anything harder, it could damage or even break their jaws.

These clues connect their diet to their bodies.
Highlighting helps us find evidence again.

Teacher model: using the evidence

4

Why are beetle larvae suitable food for streaked tenrecs?

1 mark

1. Reread the section named by the question.
2. Find the useful evidence.
3. Say your answer, then write it.

They are soft, so tenrecs can eat them without damaging their fragile jaws.

Retrieval (2b) • 1 mark

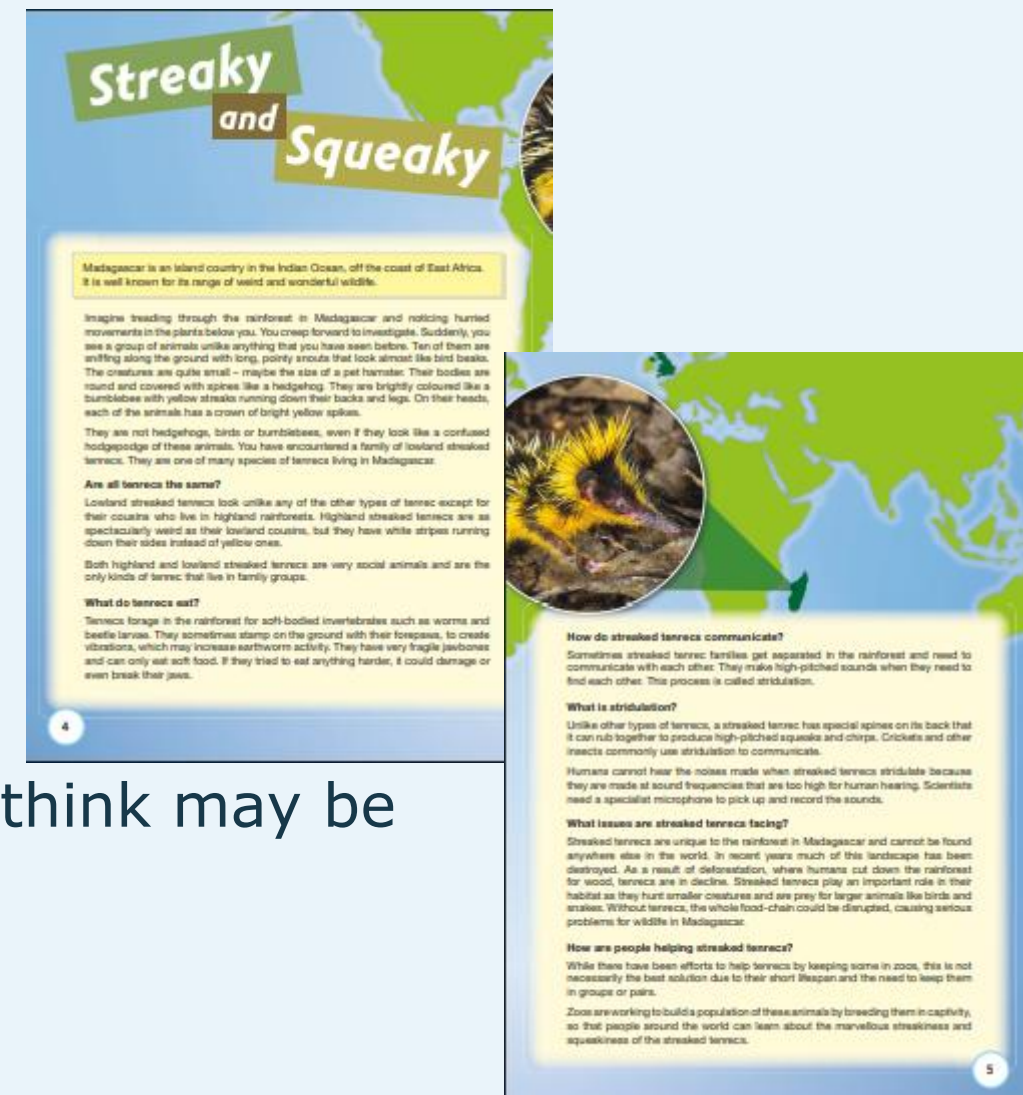
Your turn: reading together

Streaky and Squeaky Reading booklet, pages 4–5

Take turns reading short sections.

Highlight words, phrases or information you think may be important.

Tell your partner why you chose them.



Parent prompt: “What might this detail help us understand?”

Your turn: answering SATs questions

Q2 Find and copy one word that means the same as 'met'.

Q6 (a) Which part of their body do tenrecs use to encourage worms?
(b) Which part of their body do they use to make sounds?

Q7 When do streaked tenrecs communicate using stridulation?

Q9 What serious problems are streaked tenrecs facing?
Give two problems.

Use the printed questions for the section references and answer spaces.

Answers: vocabulary and retrieval

Q2 encountered

Copy the word from “They are not hedgehogs...” on page 4.

Q6(a) forepaws Q6(b) spines

Reread “What do tenrecs eat?” and “What is stridulation?”
Match each body part to the job in the question.

Each answer earns 1 mark. Which highlights helped you?

Answer: inference

Q7 When do they use stridulation?

When they become separated and need to find each other.

The text links separation with making sounds to communicate.

The question asks when. Our answer gives the situation.

1 mark • Evidence: "How do streaked tenrecs communicate?"

Answer: two separate problems

Q9 What serious problems are they facing?

- 1. Their rainforest habitat is being destroyed.**
- 2. Their numbers are decreasing.**

Two distinct problems earn 2 marks.

“Trees are cut down” and “the forest is destroyed” repeat one problem.

Supporting reading at home

Make time for enjoyable reading and let your child help choose.

Keep listening, sharing books and reading aloud together.

Ask: "What does that word mean here?"

Ask: "What makes you think that? Show me the clue."

Praise a thoughtful explanation and a useful return to the text.

Record on Learning with Parents.