



Year 6 Autumn Term	
Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"> <li>▶ Read books at an age appropriate interest level.</li> <li>▶ Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below.</li> <li>▶ Read aloud with intonation that shows understanding.</li> </ul>	<p>As above and:</p> <p><b>Maintaining positive attitudes to reading</b></p> <ul style="list-style-type: none"> <li>▶ Independently read longer texts with sustained stamina and interest.</li> <li>▶ Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction.</li> <li>  Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.</li> </ul> <p><b>Understanding texts they read independently and those which are read to them</b></p> <ul style="list-style-type: none"> <li>▶ Explain the meaning of new vocabulary within the context of the text.</li> <li>▶ Provide reasoned justifications for their views.</li> <li>▶ Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – <b>P</b>oint+<b>E</b>vidence+<b>E</b>xplanation.</li> <li>  Infer characters’ feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. <b>P</b>oint+<b>E</b>vidence+<b>E</b>xplanation.</li> <li>  Predict what might happen from information stated and implied.</li> <li>  Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.</li> <li>  Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in <i>Carrie’s War</i> and <i>Goodnight Mr Tom</i>.</li> <li>▶ Compare characters within and across texts.</li> <li>  Scan for key information e.g. <i>identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting.</i></li> <li>  Use a combination of skimming, scanning and close reading across a text to locate specific detail.</li> <li>  Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.</li> <li>  Identify how language, structure and presentation contribute to meaning e.g. <i>persuasive leaflet, balanced argument.</i></li> </ul> <p><b>Evaluating the impact of the author’s use of language</b></p> <ul style="list-style-type: none"> <li>▶ Explore, recognise and use the terms personification, analogy, style and effect.</li> </ul>



The following statements should be taught throughout the year to ensure breadth of study. A child's overall judgement will not be affected if they are not met.

Year 6 Spring Term	
Word Reading	Comprehension
	<p>As above and:</p> <p><b>Understanding texts they read independently and those which are read to them</b></p> <ul style="list-style-type: none"> <li>▶ Compare texts written in different periods.</li> <li>▶ Analyse the conventions of different types of writing e.g. <i>use of dialogue to indicate geographical and / or historical settings for a story.</i></li> </ul> <p><b>Participating in discussion and debate</b></p> <ul style="list-style-type: none"> <li>▶ Prepare formal presentations individually or in groups.</li> </ul>

Year 6 Summer Term	
Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"> <li>▶ Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>invitation</i> for <i>imitation</i>.</li> <li>▶ Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. <i>un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment.</i></li> <li>▶ Use suffixes to understand meanings e.g. <i>-cious, -tious, -tial, -cial.</i></li> <li>▶ Use etymology to help the pronunciation of new words e.g. <i>chef, chalet, machine, brochure – French in origin.</i></li> </ul>	<p>As above and:</p> <p><b>Maintaining positive attitudes to reading</b></p> <ul style="list-style-type: none"> <li>▶ Recommend books to their peers with detailed reasons for their opinions.</li> <li>▶ Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures.</li> <li>▶ Learn a wider range of poems by heart.</li> <li>▶ Prepare poems and play scripts to read aloud and perform using dramatic effects.</li> </ul> <p><b>Understanding texts they read independently and those which are read to them</b></p> <ul style="list-style-type: none"> <li>▶ Demonstrate active reading strategies e.g. <i>challenging peers with questions, justifying opinions, responding to different viewpoints within a group.</i></li> <li>▶ Use a reading journal to record on-going reflections and responses to personal reading.</li> <li>▶ Explore texts in groups and deepen comprehension through discussion.</li> <li>▶ Recognise themes within and across texts e.g. <i>hope, peace, fortune, survival.</i></li> <li>▶ Distinguish between statements of fact or opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.</li> <li>▶ Skim for gist.</li> </ul> <p><b>Participating in discussion and debate</b></p> <ul style="list-style-type: none"> <li>▶ Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</li> <li>▶ Explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> <li>▶ Use notes to support presentation of information.</li> <li>▶ Respond to questions generated by a presentation.</li> <li>▶ Participate in debates on issues related to reading (fiction/non-fiction).</li> </ul>

