

Year 6 Reading					
Relevant KS2 end points covered:					
<ul style="list-style-type: none"> • Be able to read age-appropriate texts with confidence and fluency. • Draw inferences about character's feelings, thoughts and motives. • Make plausible predictions and summaries. • Comment upon a writer's choice of language and explain the effect of vocabulary on the reader. • Make reasoned justifications for their views using the text to support their opinions. 					
Key concepts:					
<ul style="list-style-type: none"> • Word Reading • Comprehension Strands <ul style="list-style-type: none"> ○ Vocabulary ○ Inference ○ Prediction ○ Explain ○ Retrieve ○ Summarise ○ Poetry and performance 					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit titles:					
Invaders, Injustice and Inventions		Our Incredible Earth		Making Connections	
Domains of knowledge					
Guided Reading Street Child by Berlie Doherty Whole Class PSHE Thief by Malorie Blackman Poetry The Book by Michael Rosen		Guided Reading Kensuke's Kingdom by Michael Morpurgo Whole Class PSHE Thief by Malorie Blackman Poetry The Listeners by Walter de la Mare		Guided Reading From Hereabout Hill by Michael Morpurgo Whole Class PSHE Text No Way Home Poetry The Hill We Climb by Amanda Gorman	
Progressive objectives:					
I can read aloud with intonation that shows understanding. I can attempt the pronunciation of unfamiliar words, working out the meaning of words from the context I can read age-appropriate novels with confidence and fluency.					
Comprehension		Comprehension		Comprehension	
I can check that the book makes sense, discuss my understanding and explore the meaning of words in context. I can identify how language, structure and presentation contribute to meaning. I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences.		I can check that the book makes sense, discuss my understanding and explore the meaning of words in context with increasing confidence. I can identify how language, structure and presentation contribute to meaning with increased accuracy. I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader using evidence from the text.		I can check that the book makes sense, discuss my understanding and explore the meaning of words in context with accuracy and confidence. I can confidently and accurately identify how language, structure and presentation contribute to meaning. I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader using precise evidence from the text.	

<p>I can make plausible predictions about what might happen using some evidence.</p> <p>I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks with developing confidence.</p> <p>I can recommend books that I have read to my peers, giving reasons for my choices.</p> <p>I can distinguish between statements of fact and opinion.</p> <p>I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and begin to challenge views courteously.</p> <p>I can discuss my understanding of what I have read, including through formal presentations, maintaining a focus on the topic and using notes where necessary.</p> <p>I can provide reasoned justifications for my views.</p> <p>I am growing familiar with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>I can ask questions to improve my understanding.</p> <p>I can retrieve, record and present information from non-fiction texts.</p> <p>I can identify and discuss themes and conventions in and across a range of writing.</p> <p>I can make comparisons within and across books.</p> <p>I can summarise the main ideas drawn from more than one paragraph.</p> <p>I can learn a wider range of poetry by heart preparing poems and plays to read aloud and to perform, beginning to show understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>	<p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with some evidence.</p> <p>I can make plausible predictions about what might happen, explaining them using more accurate evidence.</p> <p>I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks with increased confidence.</p> <p>I can recommend books that I have read to my peers, giving reasons for my choices in more detail.</p> <p>I can distinguish between statements of fact and opinion with increased accuracy.</p> <p>I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously with growing confidence.</p> <p>I can explain and discuss my understanding of what I have read, including through formal presentations maintaining a focus on the topic and using notes where necessary.</p> <p>I can provide detailed reasoned justifications for my views, beginning to use evidence from the text.</p> <p>I am growing more familiar with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>I can ask detailed questions to improve my understanding.</p> <p>I can retrieve, record and present information from non-fiction texts with accuracy.</p> <p>I can identify and discuss themes and conventions in and across a wide range of writing with increased confidence.</p> <p>I can make comparisons within and across books with increasing confidence.</p> <p>I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas with growing accuracy.</p> <p>I can continue learn a wider range of poetry by heart preparing poems and plays to read aloud and to perform with increasing confidence, showing</p>	<p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with precise evidence.</p> <p>I can make plausible predictions about what might happen, explaining them with precise evidence.</p> <p>I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks with confidence and accuracy.</p> <p>I can confidently recommend books that I have read to my peers, giving detailed reasons for my choices.</p> <p>I can distinguish between statements of fact and opinion with accuracy.</p> <p>I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously with confidence.</p> <p>I can confidently explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>I can provide detailed reasoned justifications for my views using evidence from the text.</p> <p>I am confident and familiar with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>I can ask accurate and specific questions to improve my understanding.</p> <p>I can accurately retrieve, record and present information from non-fiction texts.</p> <p>I can confidently identify and discuss themes and conventions in and across a wide range of writing.</p> <p>I can confidently and accurately make comparisons within and across books.</p>
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	<p>understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>	<p>I can accurately summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>I can learn a wider range of poetry by heart preparing poems and plays to read aloud and to perform with confidence, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>
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Prior Knowledge:

Children can read aloud with intonation that shows understanding.
 They can express a personal point of view about a text, explaining an opinion in detail.
 They can comment on the purpose of the author's choice of vocabulary and can comment on the use of figurative language.
 Children can distinguish between statements of facts and opinion.
 They can recommend books that have been enjoyed, giving detailed reasons.

Grammar terminology:

poem, story, non-fiction, intonation, root word, prefixes, suffixes, prediction, inference, sequence, summarise, structure, evidence, themes, opinion, counter-argument, context, contrast, figurative language, similes, metaphors, personification.