

Year Six

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Decoding & Word Reading (> 2000 words)	<p>No direct teaching of word-reading skills is required for most pupils, however pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme (Little Wandle, 'Rapid Catch-Up') so that they catch up rapidly with their peers in terms of their decoding. This will be additional to them following the Upper Key Stage 2 programme of study, as detailed below.</p> <p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <p>Read further exception words noticing the unusual correspondence between spelling and sound and where these occur in the word.</p> <p>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p> <p>Apply growing knowledge of etymology and morphology, both to read aloud and to understand the meaning of new words.</p> <p>Work out any unfamiliar word, focussing on all the letters in a word, e.g. reading 'imitation' as 'invitation' because they are more familiar with the second word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.</p>					
	<p>A Year Six reader will engage in reading by:</p> <ul style="list-style-type: none"> • Applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. • Reading a wide range of exception words, including the Y5-6 list and similar words which occur in the texts they read. • Focussing attention to new vocabulary, both its meaning and correct pronunciation. • Being exposed to a rich and varied reading diet. 					
Fluency & Phrasing (150- 200+ wpm)* <small>*Reading speeds are approximate guides to average words per minute</small>	<p>Read age-appropriate texts fluently and with confidence.</p> <p>Learn and recite a wider range of poetry,</p>	<p>Read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.</p>		<p>While reading aloud, gain, maintain and monitor the interest of the listener.</p> <p>Automatically read a wide range of</p>		

<p>and pace of reading is only one indicator of fluency.</p>	<p>sometimes by heart.</p>		<p>Notice and respond to punctuation and phrasing when reading aloud.</p>		<p>exception words, including the Y5-6 list and similar words which occur in texts.</p>	
<p style="text-align: center;">Literal Understanding & Retrieval*</p> <p><small>*See Appendix One 'Understanding, Retrieval' for further guidance on how to teach skills to support successful retrieval.</small></p>	<p>Identify key information from a text.</p> <p>Understand the difference between fact and opinion.</p> <p>Find examples of fact and opinion in texts and explain by one if fact and the other is opinion.</p> <p>Begin to use point, evidence and explain (P.E.E.) to respond to questions about texts.</p>	<p>Summarise key information in sentences.</p> <p>Find key information from different parts of the text.</p> <p>Summarise key information from different parts of the text.</p> <p>Present an oral overview or summary of a text.</p>	<p>Understand that a narrative can be told from different points of view – narrator, character etc.</p> <p>Identify the point of view in a narrative.</p> <p>Explore how events are viewed from another perspective.</p>	<p>Confidently use point, evidence and explain (P.E.E.) to respond to questions about texts.</p> <p>Identify the techniques used to create feelings, atmosphere, mood or messages.</p> <p>Comment on how the writer's intent affects the reader.</p>	<p>Know that points of view can also be implied.</p> <p>Identify implied points of view.</p> <p>Understand that a writer may have a viewpoint.</p> <p>Identify the writer's viewpoint, for example - how different characters are presented.</p> <p>Explain how the techniques used create feelings, atmosphere, mood or messages.</p>	<p>Explain implied points of view using evidence.</p> <p>Explain the writer's viewpoint with evidence from the text.</p> <p>Explain the effect of the writer's viewpoint on the reader.</p>
	<p>A Year Six reader will learn how to:</p> <ul style="list-style-type: none"> • Maintain focus on the subject, using notes when necessary (during a whole-class discussion on the text); • Independently locate information and provide reasoned justifications for their views; • Routinely find accurate quotations from a whole text; • Retrieve and summarise details to support opinions and predictions; • Using skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood 					

	/setting /characters and to support own viewpoint.					
<p>Response To Text* *Response to text is an important element in the pupil's repertoire of reading skills. It is less about comprehension of the words on the page, and more about the pupil's reactions and responses to the text and author. This involves the more discursive aspects of reading, when we join together with others and discuss texts. We are asking the reader to have a viewpoint and express and opinion.</p>	<p>Explain why they enjoyed a book or poem and who else might also enjoy it.</p> <p>Give a personal point of view about a text.</p> <p>Listen to others' ideas and opinions about a text.</p> <p>Evaluate the usefulness of a non-fiction book to research questions raised.</p>	<p>Know that texts can have elements of more than one text type.</p> <p>Identify the elements included in a text type.</p> <p>Explain the reasons for a point of view, using evidence from the text.</p> <p>Record examples of words and language from reading to use in my own writing.</p>	<p>Know that non-fiction texts may include a creative, fictional element.</p> <p>Explain how the choices a writer has made about the structure of a text support its purpose.</p> <p>Build on others' ideas and opinions about a text in discussion.</p> <p>Make connections between texts which may not initially seem similar.</p>	<p>Identify the characteristics of a writer's style.</p> <p>Know that the word and language choices support the writer's purpose.</p> <p>Question others' ideas about a text.</p> <p>Explain why there are connections between texts using evidence.</p> <p>Explain the similarities and difference between different versions of text.</p>	<p>Explain how the style and vocabulary are linked to the purpose of the text, using evidence.</p> <p>Evaluate the usefulness of different non-fiction texts by comparing how different writers present the same information.</p> <p>Explain the characteristics of a writer's style, using evidence.</p> <p>Record examples of techniques and structures from reading to use in their own writing.</p> <p>Compare and contrast themes in a range of books.</p>	<p>Explain how the word and language choices support the writer's purpose, using evidence.</p> <p>Explain how the techniques and structures support the writer's purpose, using evidence.</p> <p>Comment on the effectiveness of the writer's use of language structures and techniques.</p> <p>Explain how there are common themes in different books, using evidence from reading.</p>

	<p>A Year Six reader will maintain positive attitudes towards reading and understanding of what they have read by:</p> <ul style="list-style-type: none"> • Participating in discussions – with confidence and familiarity - about both books that are read to them and those that they can read for themselves, building on their own and others’ ideas and challenging view courteously; • Increasing their familiarity 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; • Recommending books that they have read to their peers, giving reasons for their choices; • Discussing and evaluating how authors use language, talking readily about the effect of words and phrases on the reader; • Identifying and talking about figurative language and its impact; • Distinguishing between fact and opinion; • Explaining and discussing their understanding of what they have read, expressing their point of view; provide reasoned justification for views. 					
<p>Inferential Reading Skills</p> <p><i>*See Appendix Two ‘Progression Of Inferential Reading’ for further guidance.</i></p>	<p>Understand that there will be unfamiliar words in texts read.</p> <p>Use meaning seeking strategies to explore words in context.</p>	<p>Use meaning seeking strategies to explore the meaning of idiomatic and figurative language.</p>	<p>Make predictions using knowledge of the conventions of different genres and text types.</p> <p>Know that a text may need to be read slowly or re-read to deepen understanding.</p>	<p>Know that texts have different layers of meaning – between the lines and beyond the lines.</p> <p>Summarise the main ideas draw from a text.</p>	<p>Make predictions from evidence found and implied.</p> <p>Know that the context in which the text was written can affect it. For example, a classical text reflects how an audience of that time would react.</p>	<p>Find the different layers of meaning in a text and explain how they contribute to the reader’s understanding of the overall meaning, characters and themes.</p> <p>Explain how the context reflects the reactions of the audience it was written for.</p>
	<p>A Year Six reader will develop their inference skills by:</p> <ul style="list-style-type: none"> • Independently drawing hidden inferences, justifying with evidence from the text and including quotations to illustrate 					

	<p>the point;</p> <ul style="list-style-type: none"> • Making reasoned predictions from implied details; • Identifying and discussing themes across a wide range of texts; • Summarising the main ideas across the whole text e.g. of a character or relationship; • Making comparisons within and across texts, using evaluative skills; • Working out the nuanced meanings of words and phrases in context. 		
<p>Stimuli</p> <p><i>*See Appendix Three: Text Map for other linked texts.</i></p>	<p><u>Maaifa (History)</u></p> <p><u>Linked text:</u> Freedom</p>	<p><u>Frozen Kingdom (Geography)</u></p> <p><u>Linked text:</u> The Wolf Wilder</p>	<p><u>Britain At War (History)</u></p> <p><u>Linked text:</u> Goodnight Mr Tom</p>
<p>Vocabulary</p>	<ul style="list-style-type: none"> • letter • word • sentence • root word • prefix • suffix • analogy • etymology • morphology • pronunciation • homophone • vocabulary 		