

Year 6

Aspect	Autumn	Spring	Summer
Applying Phonics	<ul style="list-style-type: none"> ▪ apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. ▪ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. ▪ attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. 		
Reading for Pleasure – Maintaining a positive attitude about reading	<ul style="list-style-type: none"> ▪ familiar with a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts. ▪ know that texts can have elements of more than one text type. ▪ identify the elements included in a text type. ▪ explain why they enjoyed a book or poem and who might also enjoy it. ▪ evaluate the usefulness of a non-fiction book to research questions raised. 	<ul style="list-style-type: none"> ▪ know that non-fiction texts may include a creative, fictional element. ▪ explain how the choices a writer has made about the structure of a text support its purpose. ▪ make predictions using knowledge of the conventions of different genres and text types. ▪ understand that non-fiction texts may present the same information with different viewpoints. ▪ identify the characteristics of a writer's style. ▪ know that the word and language choices support the writer's purpose. ▪ record examples of words and language from reading to use in their writing. 	<ul style="list-style-type: none"> ▪ know that style and vocabulary are linked to the purpose of the text. ▪ explain how the style and vocabulary are linked to the purpose of the text, using evidence. ▪ evaluate the usefulness of different non-fiction texts by comparing how different writer's present the same information. ▪ explain the characteristics of a writer's style, using evidence. ▪ explain how the word and language choices support the writer's purpose, using evidence. ▪ explain how the techniques and structures used support the writer's purpose, using evidence. ▪ record examples of techniques and structures from reading to use in my own writing. ▪ comment on the effectiveness of the writer's use of language structures and techniques.

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Reading for Pleasure – comprehension	<ul style="list-style-type: none"> ▪ understand that there will be unfamiliar words in the texts read. ▪ use dictionaries to check or find the meaning of unfamiliar words. ▪ use meaning-seeking strategies to explore the words in context. ▪ use meaning – seeking strategies to explore the meaning of idiomatic and figurative language. 	<ul style="list-style-type: none"> ▪ ask questions to improve and deepen understanding. ▪ re-read to check that the text is meaningful. ▪ know that a text may need to be read slowly or re-read to deepen understanding. ▪ know that texts have different layers of meaning – between the lines and beyond the lines. ▪ summarise the main ideas drawn from a text. 	<ul style="list-style-type: none"> ▪ find the different layers of meaning in a text. ▪ explain how they contribute to the reader's understanding of the overall meaning, characters, themes. ▪ make predictions from evidence found and implied. ▪ know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. ▪ explain how the context of a text reflects the reaction of the audience it was written for.
Reading for Pleasure – justifications for views	<ul style="list-style-type: none"> ▪ give a personal point of view about a text. ▪ explain the reasons for a viewpoint, using evidence from the text. ▪ listen to others' ideas and opinions about a text. 	<ul style="list-style-type: none"> ▪ build on others' ideas and opinions about a text in discussion. ▪ question others' ideas about a text. ▪ make connections between texts which may not initially seem similar. ▪ explain why there are connections, using evidence. ▪ explain the similarities and differences between different versions of texts. 	<ul style="list-style-type: none"> ▪ identify themes in books which have different cultural, social or historical contexts. ▪ compare and contrast themes in a range of books. ▪ explain how there are common themes in different books, using evidence from reading.

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Explaining and Discussing own Understanding	<ul style="list-style-type: none"> ▪ identify key information from a text. ▪ summarise key information in sentences. ▪ find key information from different parts of the text. ▪ summarise key information from different parts of the text. ▪ present an oral overview or summary of a text. ▪ understand the difference between fact and opinion. ▪ find examples of fact and opinion in texts. ▪ explain why one example is fact and another is opinion. ▪ use point, evidence and explanation (PEE) or answer it, prove it, explain it (APE) to respond to questions about texts. 	<ul style="list-style-type: none"> ▪ understand that a narrative can be told from different points of view – narrator, character. ▪ identify the point of view in a narrative. ▪ explore how events are viewed from another perspective. ▪ identify the techniques used to create feelings, atmosphere, mood or messages. ▪ comment on how the writer's intent affects the reader. 	<ul style="list-style-type: none"> ▪ know that points of view can also be implied. ▪ identify implied points of view. ▪ explain implied points of view, using evidence. ▪ understand that the writer may have a viewpoint. ▪ identify the writer's viewpoint, for example, how different characters are presented. ▪ explain the writer's viewpoint with evidence from the text. ▪ explain the effect of the writer's viewpoint on the reader. ▪ explain how the techniques used create feelings, atmosphere, mood or messages.

A range of whole class/guided reading texts covered including:	<ul style="list-style-type: none">• Here We Are (whole school focus – recovery)• Goodnight Mr Tom (narrative)• I Met At Eve (poetry) • Rose Blanche (graphic fiction)• Romeo and Juliet (play)• Titanic (Maths Story Book Week)	<ul style="list-style-type: none">• What We'll Build (whole school text)• The Arrival (graphic novel)• Harris Burdick (mystery)• Africa, Amazing Africa (non-fiction)• Birthday Boy (short animation) • CGP Reading Comprehensions (weekly boosters)	<ul style="list-style-type: none">• Wonder (fiction novel)• Mary and Frankenstein (non-fiction novel)• On The Move (poetry)• The Fib (short stories)
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