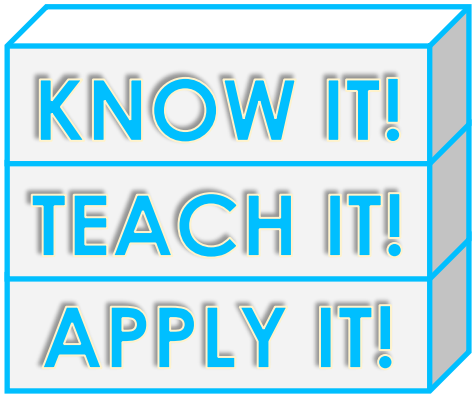
Year 6

Reading Curriculum



YEAR 5/6 KNOW IT!

New Learning | Prior Learning

PREFIXES

bi	two
aqua	water
tele	far off
aero	involving air
micro	small
photo	using light
tri	three
pre	before
post	after
de	opposite of
co	joint
pro	ahead
Y3/4	Please refer to Y3/4 'Know It' for prior learning.

ROOTS/ROOT WORDS

dict	to say
convene	come or bring together
response	a reaction to something
determine	make a strong decision
commend	to praise
sign	to mark
exist	to live
vary	to change

SUFFIXES

ology	study of
er	belonging
able/ible	able to
ship	character/skill
ance/ancy	the action of
ence/ency	the quality of
ify	to make
ate	the process of
ive	the nature of
cian	the skill of
ist	one who does
Y3/4	Please refer to Y3/4 'Know It' for prior learning.

available	**existence**	**aggressive**	**photograph**	**microscope**
avail-of use	exist-to live	aggress-to attack	photo-using light	micro-small
able-able to	ence-the quality of	ive-nature of	graph-to write	scope-range
available-able to be of	**existence**-the quality of	**aggressive**-an attacking	**photograph**-to write with	**microscope**-an instrument

New Learning | Prior Learning

TEACH IT

YEAR 6

DECODING & WORD RECOGNITION

Children should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and understand the meaning of new words that they meet;
- be fluent at word reading, in order to further develop their

GRAMMAR, STRUCTURE & LAYOUT

Children should be taught to deepen their understanding of texts they read independently through:

- **identifying how language, structure and presentation contribute to meaning;**
- **reading books that are structured in different ways.**

GRAMMATICAL FEATURES

- **Identify, through reading, how grammar can be adapted to match context, audience and purpose and begin to discuss the effect this has on the text as a whole and on the reader.**

For example, varying verb tense:

- **use of progressive tense to build tension in a suspense story;**
- **use of perfect tense to achieve a more formal tone;**
- **use of present tense in non-narrative to ensure the text remains relevant.**

or verb choices:

- **use of modals to suggest possibility or probability;**
- **use of imperatives for emphasis.**

or sentence structures:

- Shorter fragments of sentences for emphasis;
- Use of rhetorical questions to engage reader;
- Repetitive use of same sentence structure for emphasis;
- use of passive voice to shift emphasis/achieve formality.

COMPREHENSION

Children should be taught to deepen their understanding of texts they read independently through:

- making accurate and appropriate comparisons within and across books for example, being shown how to compare characters, settings, themes and other aspects of what they have read;
- **checking that the text makes sense to them and discussing their understanding;**
- **asking questions to improve their understanding of the text;**
- **identifying themes and conventions in a wide range of writing.**

Children should be taught how to frame their written responses to a range of comprehension question including finding evidence from different points in the text to include in their answer. The use of PEE (Point; Explain; Evidence) is one example of this.

RETRIEVAL

- **Secure skimming and scanning skills to look through longer pieces of text and locate key words/dates/facts/information/ sections.**
- **Sequence increasing amounts of text e.g. across several pages or a chapter.**
- **Distinguish between statements of fact and opinion.**
- **Answer questions related to cause and effect.**

SUMMARISING

- **Summarising the main events or significant ideas from more than one paragraph both orally and in note-form.**

INFERENCE

- Make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text.
- **Make more detailed prediction about what might happen from details stated and implied.**

VOCABULARY

Children should be taught to deepen their understanding of texts they read independently through:

- identifying, discussing and evaluating the effect of language, including figurative, e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; use of personification;
- **expanding their vocabulary through applying growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that they meet;**
- **identifying different types of language within a text e.g. subject-specific, archaic, vernacular, emotive, persuasive etc. Discussing its use and impact on the text as a whole as well as the reader.**

EXPLORE, TEACH, PRACTISE

Children should be taught to expand their vocabulary through:

- **exploring links with known words through identifying prefixes, suffixes, synonyms, antonyms and root word meanings;**
- **exploring the finer meanings of words through looking at words associated with others (not synonyms) to show different connotations depending on context;**
- **being explicitly taught the meaning and correct pronunciation of new words.**

For example,

- **seeing how it is used in context**
- **finding clues within the word to define word meaning.**
- **finding clues within the context to infer the word meaning**
- **discussing examples seen or heard before**
- **making connections with word class.**
- **using dictionary skills in order to check the meaning.**

New Learning | Prior Learning

Year 6: Progression in Core Reading Skills

YEAR 6

Broader Curriculum Objectives

Fluency & Intonation

- Apply their growing knowledge of root words, prefixes and suffixes to read loud new words that they meet.
- Learn a wider range of poetry by heart.
- Prepare play scripts and poems to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Response to Text

- Identify how language, structure and presentation contribute to meaning.
- Recommend books that they have read, giving reasons for their choices.
- Continue to read and discuss an increasingly wide range of texts.
- Discuss and evaluate how authors use language and the impact it has on the reader.
- Distinguish between fact and opinion.
- Explain and discuss their understanding of what has been read, maintaining focus and using notes where necessary.
- Participate in discussions about texts, building on their own and others' ideas and challenging views courteously.

PRIOR LEARNING YEAR 5

- Read a loud a wider range of age-appropriate poetry with accuracy and at a reasonable speaking pace.
- Read some Y5/6 exception words with automaticity.
- Read unfamiliar words by saying syllables and using knowledge of prefixes, roots and suffixes.
- Read most words in age-appropriate books effortlessly and work out how to pronounce unfamiliar written words with increased automaticity.
- Prepare readings using appropriate intonation to show understanding.
- Know when to change emphasis and tone when reading aloud.
- Vary pace according to purpose, audience and authorial intent.
- Notice more sophisticated punctuation e.g. of parenthesis and use expression accordingly.
- Read a loud a range of moderately complex texts with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression.
- Read silently and then discuss what they have read.

PRIOR LEARNING YEAR 5

- Extend their familiarity with texts to modern fiction and fiction from our literary heritages; continue to read a range of texts from different cultures.
- Evaluate a text for relevance to purpose and audience.
- Discuss how language in texts serves different purpose e.g. the different ways that descriptive language is used in informative texts compared with persuasive texts.
- Discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader .
- Show further understanding of a wider range of figurative language features e.g. metaphor and personification.
- Recommend books for peers in detail.
- Explain how authors use evidence and supporting detail in text.

- Learn and recite a wider range of poems.
- Read age-appropriate texts fluently and with confidence.
- Read unfamiliar words by saying syllables and using knowledge of prefixes, roots and suffixes.
- Read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.
- Notice and respond to punctuation and phrasing when reading aloud.
- Gain, maintain and monitor the interest of the listener.
- Read a wide range of exception words and similar words that appear in texts with automaticity.
- Integrate pausing, intonation, phrasing and rate, consistently and automatically.

- Listen to texts read to them for longer periods of time and sustain their reading of longer more challenging texts.
- Discuss their personal reading with others and articulate their personal response to their reading, identifying how and why a text affects the reader.
- Comment on what they have read and compare this to what they expected to read e.g. in relation to events, ideas etc.
- As they read, identify, mark and annotate extracts which they think are significant.
- Contribute constructively to discussion about reading, responding to and building on the views of others.
- Comment critically, orally, in writing and using graphics where necessary to support them, on the impact of books they have read.

New Learning | Prior Learning

Year 6: Progression in Core Reading Skills

YEAR 6

Broader Curriculum Objectives

Literal Understanding and Retrieval

- Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet.
- Check that the book makes sense to them; discuss their understanding and the meaning of new words in context.
- Ask questions to improve understanding.
- Retrieve and record information from fiction and non-fiction.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Provide reasoned justification for views.

Inference

- Identify and discuss themes and conventions in and across a wide range of writing.
- Make comparisons within and across books.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.
- Predict what might happen from details stated and implied.

PRIOR LEARNING YEAR 5

- Retrieve key details and specific/precise words or phrases to accurately answer questions.
- Skim, scan and read before and after to retrieve information.
- Discuss understanding and explore the meaning of increasingly challenging vocabulary, within the context of the text.
- Summarise and make connections between main ideas or themes from across paragraphs, chapters or an entire text.
- Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument.
- Begin to find quotations from across a whole text to support answers.
- Ask specific and relevant questions which develop and deepen understanding.
- Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically.
- Retrieve, record and present information from a range of non-fiction texts, to support wider curriculum research.

PRIOR LEARNING YEAR 5

- Identify themes within and across books, summarise the main ideas and make comparisons using references from both points.
- Draw inferences more independently, both as they read and after completion of a chapter, section of text or book using textual evidence as a familiar exercise e
- Understand what is implied about characters and make judgements about their motivations and attitudes from dialogue and description.
- Consider the possible meanings of words, phrases and sentences within a text, including where there is more than one possibility.
- Identify specific words and phrases from within and across paragraphs that show particular meaning or effect
- Use figurative as well as literal language to infer meaning.
- Support predictions with relevant explanation and evidence from the text.

- Independently locate information and provide reasoned justifications for views.
- Retrieve and summarise details to support opinions and predictions.
- Develop accuracy when answering 'find and copy' questions through having clarity about what is to be copied and the exact amount; scanning the text for the question language/ synonyms or pronouns and reading around the word or groups of words, to ensure that the correct information is copied.
- Routinely find accurate quotations/evidence from a whole text.
- Use skimming, scanning, reading around the text and text marking to support answers to questions, which require analysis.
- Generate own questions to follow a line of enquiry and make appropriate notes when researching.
- Summarise information from across a text, linking information by analysing and evaluating ideas between sections of the text.
- Make comparisons across different books in terms of key themes, characters or plot developments.
- Retrieve information from texts and evaluate its reliability and usefulness.

- Understand how a writer develops themes, ideas or points of view over a text.
- Make comparisons and draw contrasts between different elements of a text and across texts.
- Comment critically on how a writer uses language to simply ideas, attitudes and points of view.
- Understand what is implied about characters through the way they are presented, including through the use of a narrative voice, explaining how this influences the readers' view of characters.
- Discuss how characters change and develop through text by drawing inferences based on indirect clues.
- Make predictions, discussing the reason behind them, drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text.
- Confirm and modify predictions in light of new information.
- Identify the hints and suggestions that writers make through their words and phrases and the associations that these evoke.
- Ask questions to clarify and explore their understanding of what is implied in the text.
- Find examples of figurative language and how this impacts the reader and contributes to meaning or mood.

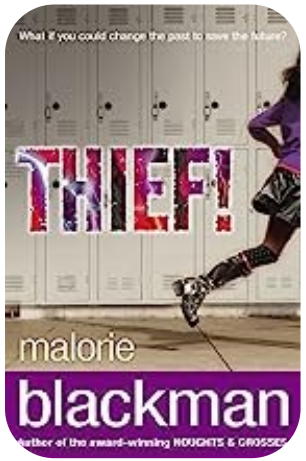
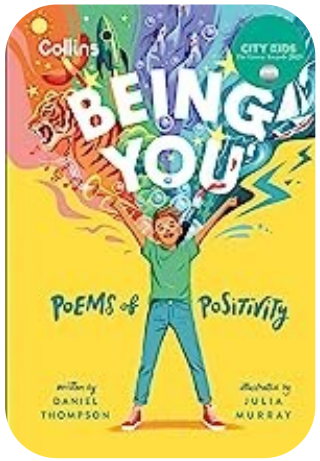
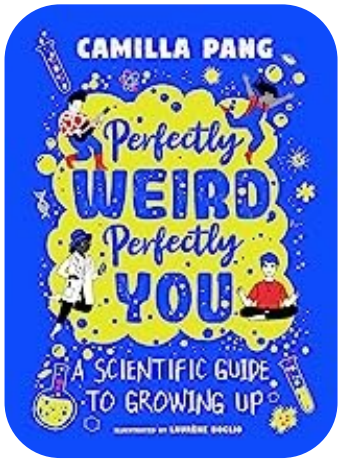
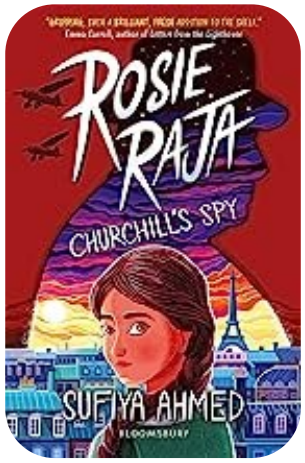
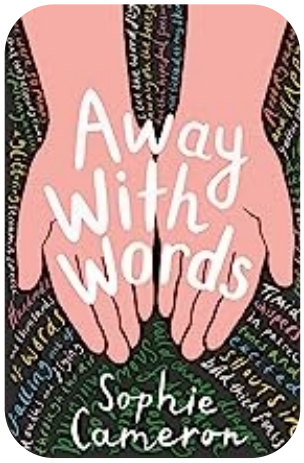
New Learning | Prior Learning

APPLY IT

YEAR 6

Pupils should be able to apply their knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, to support their increasing fluency as readers, their ability as writers, and their comprehension.

READING FOR PURPOSE	READING FOR PLEASURE	READING FOR/WITH AN AUDIENCE
Children should use their reading skills to:	Children should develop a love of reading through:	Children should be given opportunity to:
• **Read for a range of purposes,** learning a range of subject-specific vocabulary. • **Familiarise themselves with a range of different text types including their specific use of grammar, language and structure, in order to apply this within their own writing;** • **Retrieve, record and present information from non-fiction, including note form;** • **Select relevant information in reference books including the use of contents and index to locate information;** • **Research topics of interest to develop their knowledge and/or in preparation for class experiences;** • **further develop knowledge and skills in reading non-fiction about a wide range of subjects.**	• Frequently reading a wide range of texts both fiction and non-fiction; • **Increasing familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions;** • **Reading and discussing an increasingly wide range of fiction, poetry, plays, non-fictions and reference books;** • **Listening to whole books by authors they may not choose themselves;** • **Recommending books that they have read to their peers, giving reasons for their choices;** • **Learning a wider range of poetry by heart;** • **Exploring different types of figurative language e.g. similes, metaphors and personification.**	• **prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience;** • **participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously;** • **explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary;** • **discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.**

CLASS READS

YEAR 6