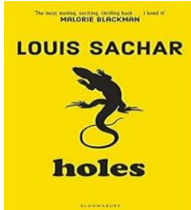


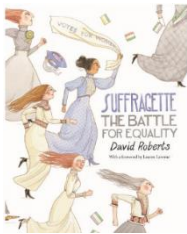
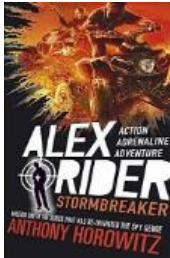
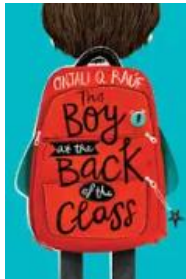




Reading Curriculum – Year 6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Core Texts (linked with CLPE writing units).</p>	 <p>Holes by Louis Sachar.</p>	 <p>There May Be a Castle by Piers Torday.</p>	 <p>Goodnight Mister Tom by Michelle Magorian.</p>	 <p>Suffragette: The Battle for Equality by David Roberts.</p>	 <p>Stormbreaker by Anthony Horowitz.</p>	 <p>The Boy at the Back of the Class by Onjali Q. Rauf.</p>
<p>Additional texts.</p> <p>Fiction. Non-fiction. Poetry. Diverse and Inclusive text.</p>	<p>The Cosmic Disco (performance poetry and fluency practise.)</p> <p><u>The right not to work – cracking</u></p>	<p><u>Dream Team</u> by Francis Nagle.</p> <p><u>At last the jousts begin! Extract from Castle Diary</u> by Richard Platt and Chris Ridell.</p>	<p><u>Funky Chickens</u> by Benjamin Zephaniah.</p> <p><u>How does a compass work?</u> by Kate Ruttle.</p>	<p>War Horse (picture book edition) by Michael Murpurgo.</p> <p>SATs Revision.</p>	<p><u>You can do it</u> by Marcus Rashford.</p> <p>SATs Revision.</p>	<p>The Final Year by Matt Goodfellow.</p>

	comprehension resource.		SATs Revision.			
<u>Decode / word-reading</u> phonics, tricky words, alphabet, use of dictionary.						
	Consolidate: apply previously taught knowledge of root prefixes to understand morphology and etymology, and new vocabulary.	Introduce: begin to apply their growing knowledge of root prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet, with support.	Practise: begin to apply their growing knowledge of root prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet, with support.	Develop: apply their growing knowledge of root prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet with more independence.	Embed: apply their growing knowledge of root prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet independently.	
	Consolidate: confidently read some of the year 5 and 6 common exception words with increasing independence.		Introduce: begin to read a wider range of exception words, including some of the year 5 and 6 list and some similar words with support.	Practise: to read a wider range of exception words, including some of the year 5 and 6 list and some similar words with support.	Develop: to read a wider range of exception words, including most of the year 5 and 6 list and some similar words with more independence.	Embed: to read a wider range of exception words, including most of the year 5 and 6 list and some similar words with increasing independence.
<u>Comprehend, locate and retrieve:</u> vocabulary, characters, settings, events, information, justify using text – content domains 2B and 1A/2A						
	Consolidate: retrieve key details and begin to find quotations from a text that supports their views.	Introduce: begin to independently locate information and provide reasoned justifications for their views whilst accurately finding quotations within the text, with support.	Practise: begin to independently locate information and provide reasoned justifications for their views whilst accurately finding quotations within the text with some support.	Develop: independently locate information and provide reasoned justifications for their views whilst accurately finding quotations within the text with more independence.	Embed: independently locate information and provide reasoned justifications for their views whilst accurately finding quotations within the text independently.	
	Consolidate: discuss their understanding of previous vocabulary including its correct		Introduce: during text discussion, children maintain focus on the subject	Practise: during text discussion, children maintain focus on the subject and use	Develop: during text discussion, children maintain focus on the subject and use notes	Embed: during text discussion, children maintain focus on the

	context and use within their own writing with more independence. Use questions which develop their understanding of new vocabulary.		and begin to use notes where necessary with support.	notes where necessary with some support.	where necessary with more independence.	subject and use notes where necessary.
		Introduce: use skimming, scanning and text marking to begin supporting answers to questions which require analysis e.g. mood/setting/characters and support own viewpoint	Practise: use skimming, scanning and text marking to support answers to questions which require analysis e.g. mood/setting/characters and support own viewpoint.	Develop: use skimming, scanning and text marking to support answers to questions which require analysis e.g. mood/setting/characters and support own viewpoint with more independence.	Embed: use skimming, scanning and text marking to support answers to questions which require analysis e.g. mood/setting/characters and support own viewpoint.	
	Introduce: retrieve and summarise details to support opinions and predictions with support.	Practise: retrieve and summarise details to support opinions and predictions with some support.		Develop: retrieve and summarise details to support opinions and predictions with more independence.	Embed: retrieve and summarise details to support opinions and predictions.	
<u>Inferential understanding:</u>						
prediction, sequencing events, summary, nuanced vocabulary – content domain 2D and 1A/2A						
	Consolidate: Consolidate: draw inferences independently, justifying with textual evidence. Introduce: begin to draw on hidden inferences, justifying with contextual evidence with support.	Practise: draw on hidden inferences, justifying with contextual evidence with some support		Develop: draw on hidden inferences, justifying with contextual evidence with more independence.	Embed: confidently draw on hidden inferences, justifying with contextual evidence.	
	Introduce: begin to make reasoned predictions from implied details with support.	Practise: make reasoned predictions from implied details with some support.		Develop: make reasoned predictions from implied details with more independence.	Embed: make reasoned predictions from implied details.	

	<p>Consolidate: identify and discuss themes across a wide range of texts by drawing comparisons within and across the text, and summarise main ideas independently.</p> <p>Introduce: begin to identify and discuss themes across a wide range of texts, and summarise main ideas across the whole text whilst drawing on comparisons from other texts.</p>	<p>Practise: identify and discuss themes across a wide range of texts, and summarise main ideas across the whole text whilst drawing on comparisons from other texts, with some support.</p>	<p>Develop: identify and discuss themes across a wide range of texts, and summarise main ideas across the whole text whilst drawing on comparisons from other text, with more independence.</p>	<p>Embed: identify and discuss themes across a wide range of texts, and summarise main ideas across the whole text whilst drawing on comparisons from other texts.</p>
	<p>Consolidate: to discuss and explore the precise meaning of words and phrases in context with increasing independence.</p> <p>Introduce: begin to work out the nuanced meanings of words and phrases in context with support.</p>	<p>Practise: work out the nuanced meanings of words and phrases in context with support.</p>	<p>Develop: work out the nuanced meanings of words and phrases in context with more independence.</p>	<p>Embed: work out the nuanced meanings of words and phrases in context.</p>

Respond to text:

evaluation, response to author, authorial effect and intent, effect of vocabulary – content domains 2F, 2G, 2H and 1A/2A

Maintain positive attitudes to reading texts structured in different ways for a range of purposes.

	<p>Consolidate: building on their own ideas and others' during discussion and maintain positive attitudes to reading</p>	<p>Introduce: participation in discussion about books that are read to them and those they read independently, building on their own</p>	<p>Practise: discussing and evaluating how authors use language, talking readily about the effect of words and phrases on the reader with minimal support.</p>	<p>Develop: identifying and talking about figurative language and its impact with support.</p>	<p>Embed: distinguish between fact and opinion; explain and discuss their understanding of what they have read,</p>
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	texts structured in different ways for a range of purposes.	and others' ideas and challenging others' views courteously with support.			expressing their point of view; provide reasoned justification for views.	
Fluency and phrasing:						
reading at 90% accuracy without overt segmenting and blending, automaticity, phrasing appropriate to meaning						
	Consolidate: reading aloud a range of texts with accuracy and a reasonable speaking pace. Including: unfamiliar written words with increasing automaticity, using appropriate intonation to show understanding, identifying sophisticated punctuation, read silently and then discuss what they have read.	Introduce: a range of age appropriate texts that can be read fluently and with confidence with support.	Practise: learning and reciting a wider range of poetry, sometimes by heart.	Practise: reading aloud and performing poetry and plays, showing understand through intonation, tone and volume so that the meaning is clear to the audience.	Develop: in order to notice and respond to punctuation and phrasing when reading aloud; gain, maintain and monitor the interest of the listener.	Embed: automatically read a wide range of exception words, including the Y5-6 list and similar words which occur in texts.