



West St Leonards Primary Academy Reading Curriculum

Year 6



Year 6 Reading – Word Reading			
Strand		Objectives	Practise In The Classroom
Decoding – Word Recognition		Pupils should be taught to: <ul style="list-style-type: none"> • read a wider range of challenging texts that are above my age for pleasure, with fluency and understanding. • confidently perform texts (including poems learned by heart) using a range of devices to engage the audience and for effect. • read and critically discuss, compare and evaluate in depth a wide range of genres (fiction, poetry, plays, nonfiction, reference). • discuss and compare a range of authors and poets 	<ul style="list-style-type: none"> • Phonics teaching, to the children who did not pass the re-take in Y2 of Phonics screening. • Daily individual reading to lowest 20% • Link to spelling and daily dictations.
Notes and Guidance		At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.	
Year 6 Reading Comprehension			
RIME Focus	Knowledge Strands	Objectives	Question Stems
Retrieval	Retrieval Word meaning Understanding	<ul style="list-style-type: none"> • To retrieve, record and present information from texts to other readers in informal notes and formal presentations. 	<ul style="list-style-type: none"> • Find and copy a word that means...(provide new and/or challenging vocabulary). • Find and copy a word which shows that.... • What isdoing when.....?



West St Leonards Primary Academy Reading Curriculum

Year 6



	<p>Sequencing</p> <p>Summarising</p>	<ul style="list-style-type: none"> • To distinguish independently between statements of fact and opinion and use these to identify viewpoint. • To make comments securely based upon a text which incorporate textual reference. • To recognise themes in what is read (such as loss or heroism). • To draw out key information and summarise the main ideas of a whole text, using my own words and quotes. To build on my own ideas about a book and that of others, challenging views courteously. 	<ul style="list-style-type: none"> • How would you describe this story/text? What genre is it? How do you know? • How did...? How often...? Who had...? Who is...? Who did...? • What happened to...? • What does.... do? • How is? • What can you learn about from this section? • What impression do get of.....from 'quote'....? • Give one example of..... • The story is told from whose perspective? • Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • Which is the most important point in these paragraphs? • Sort the information in these paragraphs. Do any of them deal with the same information? • Make a table/chart to show the information in these paragraphs. • Which is the most important point in these paragraphs? How many times is it mentioned?
--	--------------------------------------	---	---



West St Leonards Primary Academy Reading Curriculum

Year 6



Inference	Inference	<ul style="list-style-type: none"> To identify, discuss and compare characters, settings and themes within a text and across more than one text. To consider different accounts of the same events and discuss viewpoints (both of authors and fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues. To check my understanding of a text by using questioning and discussion to further my understanding and fully explain inferred meanings. To revise conclusions based on new evidence in the text and make predictions from details stated and implied. 	<ul style="list-style-type: none"> Find and copy a group of words which show that...(provide new/challenging vocabulary) How do these words make the reader feel? How does this paragraph suggest this? How do the descriptions of show that they are ? How can you tell that..... ? What impression of do you get from these paragraphs? What voice might these characters use? What was thinking when..... ? Who is telling the story? From the cover what do you think this text is going to be about? What is happening now? What happened before this? What will happen after? What does this paragraph suggest will happen next? What makes you think this? Do you think the choice of setting will influence how the plot develops? Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.
	Prediction		



West St Leonards Primary Academy Reading Curriculum

Year 6



Misconception

- To provide reasoned justifications for my views on texts that are statements of fact and opinions.
- To participate in discussions about books that are read to me and those that I read myself, explaining my thoughts and feelings.
- To identify and explain how structural choices made by the author contributes to the meaning of a text and what effect it has on the reader.

90 Do you think that Martine will change her behaviour on future giraffe rides?

Tick one.

yes

no

maybe

Explain your choice, fully, using evidence from the text.

yes because when the worthog attack happened she swung from the giraffes neck like a human necklass and almost crashed ten feet from the ground.

Is Jerry correct? Explain why/why not comparing his evidence to the information from the text.

- Analysis of incorrect answer. **What is incorrect about this answer?** (1 mark questions)
- Analysis of incorrect answer. **Martin received two out of 3 marks for his answer. Explain where he requires further elaboration.** (2-3 mark questions)
- Misconceptions will stem from AfL



West St Leonards Primary Academy Reading Curriculum

Year 6



Explanation	<p>Word meaning (vocabulary)</p> <p>Comparing & Contrasting</p> <p>Authorial Intent</p>	<ul style="list-style-type: none"> To provide reasoned justifications for my views on texts that are statements of fact and opinions. To participate in discussions about books that are read to me and those that I read myself, explaining my thoughts and feelings. To identify and explain how structural choices made by the author contributes to the meaning of a text and what effect it has on the reader. 			<ul style="list-style-type: none"> What do the words and suggest about the character/setting/mood? Which word tells you that....? Which keyword/phrase tells you about the character/setting/mood? Find and highlight the word that is closest in meaning to..... Find a word or phrase which shows/suggests that..... Why is the text arranged in this way? (fiction/non-fiction) What structures has the author used? (fiction and non-fiction) What is the purpose of this text feature? What effect does it have on the reader? Is the use of effective? The mood of the character changes throughout the text. Find and copy the phrases which show this. What is the author's point of view? What effect does the author's point of view have on the audience? How does the author engage the reader here? Which words and phrases the reader effectively? Which section was the most interesting/exciting part? Which section was the most interesting/exciting and how has this continued across the text? The writer uses ...words/phrases...to describe ... How does this make the reader feel? 		
	Term 1 Topic: Conservationist	Term 2 Topic: Winter Wonderland	Term 3 Topic: WW2		Term 4 Topic: Heroes	Term 5 Topic: Victorians	Term 6 Topic: Sea Saviours



West St Leonards Primary Academy Reading Curriculum

Year 6



<p style="text-align: center;">Week 1 Retrieval</p>	<p>Strand: Retrieval Objective: To draw out key information and summarise the main ideas of a whole text, using my own words and quotes. To build on my own ideas about a book and that of others, challenging views courteously. Text: When the Mountains Roared Chapter 1</p>	<p>Strand: Summarising Objective: To draw out key information and summarise the main ideas of a whole text, using my own words and quotes. To build on my own ideas about a book and that of others, challenging views courteously. Text: The Sound of Breaking Glass</p>	<p>Strand: Word Meaning Objective: to identify the meaning of vocabulary in context. To draw out key information and summarise the main ideas of a whole text, using my own words and quotes. To build on my own ideas about a book and that of others, challenging views courteously. Text: The Blackout</p>	<p>Strand: Understanding Objective: To make comments securely based upon a text which incorporate textual reference. Text: Pokemon non-chronological report</p>	<p>Strand: Retrieval, Understanding Objective: To make comments securely based upon a text which incorporate textual reference. Text: Street Child by Berlie Doherty Chapters 1 and 2 (pages 13-26)</p>	<p>Strand: Understanding Objective: To recognise themes in what is read (such as loss or heroism) Text: Kensuke's Kingdom Chapter 1 (pages 1-24)</p>
<p style="text-align: center;">Week 2 Inference</p>	<p>Strand: Inference Objective: To discuss how characters change and develop through texts by drawing inferences based on indirect clues. Text: When the Mountains Roared Chapters 5 and 6</p>	<p>Strand: Inference Objective: To discuss how characters change and develop through texts by drawing inferences based on indirect clues. Text: Narnia Chapter 1: Lucy looks into the Wardrobe</p>	<p>Strand: Inference Objective: to draw on inferences about characters feelings Text: Anne Frank's Diary extract</p>	<p>Strand: Prediction Objective: To discuss how characters change and develop through texts by drawing inferences based on indirect clues. Text: Alex Rider Chapter 2</p>	<p>Strand: Inference Objective: To check my understanding of a text by using questioning and discussion to further my understanding and fully explain inferred meanings. Text: Street Child by Berlie Doherty Chapters 5 and 6 (pages 45-58)</p>	<p>Strand: Prediction Objective: To revise conclusions based on new evidence in the text and make predictions from details stated and implied. Text: Kensuke's Kingdom Chapter 3 (pages 25-44)</p>



West St Leonards Primary Academy Reading Curriculum

Year 6



<p style="text-align: center;">Week 3</p> <p style="text-align: center;">Misconception</p>	<p>Strand: Misconception Objective: To participate in discussions about books that are read to me and those that I read myself, explaining my thoughts and feelings. Text: Conservationist Biographies of Steve Irwin and Jane Goodall</p>	<p>Strand: Misconception Objective: To participate in discussions about books that are read to me and those that I read myself, explaining my thoughts and feelings. Text: The Wonderful Wizard of Oz</p>	<p>Strand: Misconception Objective: To participate in discussions about books that are read to me and those that I read myself, explaining my thoughts and feelings. To identify and explain how structural choices made by the author contributes to the meaning of a text and what effect it has on the reader. Text: A Boy Called Mouse</p>	<p>Strand: Misconception Objective: To provide reasoned justifications for my views on texts that are statements of fact and opinions. Text: Merryton Safari Park</p>	<p>Strand: Misconception Objective: to participate in discussions about books that are read to me and those that I read myself, explaining my thoughts and feelings. Text: Reading Spring 2018 Test Booklet: Ice Fishing, Sea Unicorn, The Arctic</p>	<p>Strand: Misconception Objective: To participate in discussions about books that are read to me and those that I read myself, explaining my thoughts and feelings Text: Information text about Hastings</p>
<p style="text-align: center;">Week 4</p> <p style="text-align: center;">Explanation</p>	<p>Strand: Word Meaning Objective: To retrieve, record and present information from texts to other readers in informal notes and formal presentations. Text: Darwin Biography</p>	<p>Strand: Authorial Intent Objective: To identify and explain how structural choices made by the author contributes to the meaning of a text and what effect it has on the reader. Text: Festivals around the World</p>	<p>Strand: Word Meaning Objective: To identify and explain how structural choices made by the author contributes to the meaning of a text and what effect it has on the reader. Text: Written in March</p>	<p>Strand: Comparing and Contrasting Objective: To participate in discussions about books that are read to me and those that I read myself, explaining my thoughts and feelings. Text: The Old Photograph</p>	<p>Strand: Explanation, word meaning Objective: To identify and explain how structural choices made by the author contributes to the meaning of a text and what effect it has on the reader Text: The Way of the Dodo (2016 reading paper)</p>	<p>Strand: Authorial Intent Objective: To identify and explain how structural choices made by the author contributes to the meaning of a text and what effect it has on the reader Text: Oceans of the World</p>



West St Leonards Primary Academy Reading Curriculum

Year 6



Week 5 Retrieval	<p>Strand: Understanding Objective: To make comments securely based upon a text which incorporate textual reference. Text: Pokemon History Reports</p>	<p>Strand: Understanding Objective: To distinguish independently between statements of fact and opinion and use these to identify viewpoint. Text: Will Terrans ever colonise Venus?</p>	<p>Strand: Sequencing Objective: To make comments securely based upon a text which incorporate textual reference. Text: Battle of Britain</p>	<p>Strand: Retrieval Objective: To make comments securely based upon a text which incorporate textual reference. Text: The Baking Battle</p>	<p>Strand: Understanding Objective: To retrieve, record and present information from texts to other readers in informal notes and formal presentations. Text: Inventions</p>	<p>Strand: Summarising Objective: To draw out key information and summarise the main ideas of a whole text, using my own words and quotes. To build on my own ideas about a book and that of others, challenging views courteously Text: RNLI fact file</p>
Week 6 Inference	<p>Strand: Inference Objective: To check my understanding of a text by using questioning and discussion to further my understanding and fully explain inferred meanings. Text: The Wolves of Willoughby Chase</p>	<p>Strand: Inference Objective: To discuss how characters change and develop through texts by drawing inferences based on indirect clues. Text: Video texts https://www.youtube.com/watch?v=Juv2c0xgGno https://www.youtube.com/watch?v=QJntbYytPz8</p>	<p>Strand: Prediction Objective: To discuss how characters change and develop through texts by drawing inferences based on indirect clues. Text: Goodnight Mr Tom</p>	<p>Strand: Prediction Objective: To check my understanding of a text by using questioning and discussion to further my understanding and fully explain inferred meanings. Text: Alex Rider chapter 16</p>	<p>Strand: Prediction Objective: To revise conclusions based on new evidence in the text and make predictions from details stated and implied. Text: Dragonfly Nonsense Poem</p>	<p>Strand: Inference Objective: To discuss how characters change and develop through texts by drawing inferences based on indirect clues Text: The Real Blackbeard</p>
	Terms 1 & 2 Lesson Objectives		Terms 3 & 4 Lesson Objectives		Terms 5 & 6 Lesson Objectives	



West St Leonards Primary Academy Reading Curriculum

Year 6



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Retrieval</p>	<ul style="list-style-type: none"> To retrieve and record information from non-fiction texts. To discuss information retrieved from fiction and non-fiction texts. To identify the main purpose of the text. To identify the main ideas drawn from one paragraph. To summarise the main ideas from one paragraph. 	<ul style="list-style-type: none"> To use my knowledge of texts and organisational devices to retrieve, record and discuss information from fiction and non-fiction texts. <ul style="list-style-type: none"> To distinguish independently between statements of fact and opinion. To make comments securely based upon a text. To make comparisons within and across books, explaining my links using evidence from the text. To identify the main ideas from more than one paragraph, summarise them and identify the key details which support the main ideas. 	<ul style="list-style-type: none"> To retrieve, record and present information from texts to other readers in informal notes and formal presentations. To distinguish independently between statements of fact and opinion and use these to identify viewpoint. To make comments securely based upon a text which incorporate textual reference. To recognise themes in what I read (such as loss or heroism). To draw out key information and summarise the main ideas of a whole text, using my own words and quotes. To build on my own ideas about a book and that of others, challenging views courteously.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Inference</p>	<ul style="list-style-type: none"> To draw straightforward inferences about a text based on character's feelings, thoughts and motives. To show an awareness of audience when reading out loud, using intonation, tone, volume and actions. To sometimes ask questions to help me understand what is happening in a text. To justify my predictions with evidence from the text. 	<ul style="list-style-type: none"> To show my understanding of a text by reading out loud, adapting intonation, tone and volume to suit the purpose and audience. <ul style="list-style-type: none"> To ask questions about a text to further my understanding. To draw inferences about characters and settings. To draw inferences about characters' feelings, thoughts and motives from their actions. To identify different layers of meaning within a text. To make predictions based on details stated and implied within evidence from the text. 	<ul style="list-style-type: none"> To identify, discuss and compare characters, settings and themes within a text and across more than one text. To consider different accounts of the same events and discuss viewpoints (both of authors and fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues. To check my understanding of a text by using questioning and discussion to further my understanding and fully explain inferred meanings. To revise conclusions based on new evidence in the text and make predictions from details stated and implied.



West St Leonards Primary Academy Reading Curriculum

Year 6



Misconception/Explanation	<ul style="list-style-type: none">• To recommend texts based on personal choice to my peers.• To identify and explain how structural choices made by authors contribute to meaning of a text.	<ul style="list-style-type: none">• To participate in discussions about books that are read to me.• To explain how language, structure and presentation can contribute to the meaning of a text.• To justify my inferences about characters using evidence.	<ul style="list-style-type: none">• To provide reasoned justifications for my views on texts that are statements of fact and opinions.• To participate in discussions about books that are read to me and those that I read myself, explaining my thoughts and feelings.• To identify and explain how structural choices made by the author contribute to the meaning of a text and what effect it has on the reader.
----------------------------------	--	---	---