



Year 6 Reading Overview - what are we teaching?

Through our reading curriculum, children will

- Develop their **phonic knowledge** so they can accurately decode words (*focused on within EYFS and KS1, continued through intervention*)
- Develop **fluency** in reading and be able to read with **tone and expression**
- Develop a **love of reading** and individual preferences for books and authors
- Be able to **talk confidently** about books and their opinion on what they have read
- Develop and extend their **vocabulary**
- Develop a **deep understanding** of what they have read
- Develop their **understanding of the world** through experiencing a wide range of different genres and authors

What should we be reading?

Children should...

- ◇ Continue to discuss an increasingly large range of **fiction, poetry, plays, non-fiction, reference books or text books.**
- ◇ Read books that are **structured in different ways** and read for a range of purposes.
- ◇ Increase their familiarity with a range of books, including **myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.**

Learning to talk about books

Children will learn to develop a love for reading through learning to

- *Recommend books that they have read to their peers, giving reasons for their choices*
- *Make comparisons within and across books*
- *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 understanding of what they have read, including through formal presentations, and debates, maintaining a focus on the topic and using notes where necessary.*
- *Discuss different authors and their individual styles, including identifying their favourite authors and giving reasons for their opinions.*

Performing

(could be taught through several skills: language, inference, whole text? Children could analyse a poem through the week and then perform it.)

- **Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.**
- **Learning a wider range of poetry by heart.**

WORD READING

Apply growing knowledge of root words, prefixes and suffixes. To read aloud and to understand the meaning of new words that they meet.

Reading Skills

BIG 3: Retrieval	BIG 3: Inference	BIG 3: Language	MINI 4: Summarising	MINI 4: Predicting	MINI 4: Comparing	MINI 4: Whole text
Retrieve, record and present information from Non-fiction. Distinguish between statements of fact and opinion.	Make inferences - e.g. I can infer a character's thoughts, feelings of emotions from their actions.	Identify and comment on a writer's use of language (using examples). Work out the meaning of tricky figurative language using different strategies. Identify and comment on a writer's use of language for effect. Explore the meaning of words in context. Explain how writers use grammatical features for effect, e.g. short sentences for tension.	Summarise key information from different parts of a text. Identify the key points in a text.	Predict what might happen from details stated or implied.	Make and explain the links between this text, other similar texts and my own knowledge and experiences. I can recognise texts with features from different text types.	Identify and discuss themes in different types of texts. Identify the writer's viewpoint and discuss it. Decide and explain if a text is structured effectively, or not. Discuss the features of different text types. Decide how language and structure of a text contribute to meaning.



Year 6 Reading Overview - how are we teaching it?

Through our reading curriculum, children will

- A. Develop their **phonic knowledge** so they can accurately decode words (*focused on within EYFS and KS1, continued through intervention in KS2 if required*)
- B. Develop **fluency** in reading and be able to read with **tone and expression**
- C. Develop a **love of reading** and individual preferences for books and authors
- D. Be able to **talk confidently** about books and their opinion on what they have read
- E. Develop and extend their **vocabulary**
- F. Develop a **deep understanding** of what they have read
- G. Develop their **understanding of the world** through experiencing a wide range of different genres and authors

All aims have equal weighting and all children will have access to a curriculum that covers these aspects.

E.g. SEN children in Year 6 may still be focusing on decoding and fluency, but will still experience rich texts with a range of vocabulary through reading lessons, class novels and book club texts

Class Novel

Focus—C, D, E, G

Each class from Year 2-6 works on a class novel through the term. This forms the basis of their reading and writing work although classes are free to move away from the class novel to ensure that varied genres are covered, as well as to go with the interests of the children.

Reading Plus

Focus—B & E

Computer based reading programme based around increasing children's reading fluency and reading speed. The programme regularly assesses children and tailors provision to their needs. Staff will monitor children's progress during these sessions and tailor support as required.

Sample Timetable

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Y6L 9:00—9:45	Reading Plus	Reading Plus	Reading Lesson	Reading Lesson	Reading Lesson
Y6W 9:00—9:45	Reading Plus	Reading Plus	Reading Lesson	Reading Lesson	Reading Lesson
Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Y6L 9:00—9:45	Reading Lesson	Reading Lesson	Reading Lesson	Reading Plus	Reading Plus
Y6W 9:00—9:45	Reading Lesson	Reading Lesson	Reading Lesson	Reading Plus	Reading Plus

Reading Lessons

Focus—B-G

Over a one or two week period children will work on deepening their understanding of a particular aspect of reading: inference, retrieval, language, comparing, whole text, predicting or summarising. Work and texts are differentiated according to children's ability and skills are selected based on ongoing assessment.

Children will finish each block with a chance to revisit and apply their understanding of all skills through mixed comprehension questions based on a previously unseen text.

Reading for Enjoyment

Focus—B-G

At the end of the day teachers' share a book with the class. They will read a book together over a half term and books will be selected that are rich in vocabulary, give children access to a range of authors and build in difficulty. These sessions are an opportunity for staff to model reading with expression, discuss vocabulary and promote book talk with the children, skills they will be able to apply in all aspects of their reading lessons. It is also an opportunity for staff to discuss what the children are reading at home and recommend different books to challenge their independent reading.