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| **Year 6 - Reading Progression** | |
| **Word Reading:**   * apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet | |
| **Fluency:**   * to be able to read a wide range of age appropriate texts (fiction, poetry and plays, non-fiction, reference or text books)   + with expression     - consistently uses expression through varied intonation, volume and tone to match meaning     - reads with confidence     - is natural sounding and easy to understand   + with automatic word recognition     - reads nearly all words automatically and effortlessly     - uses a pace that is consistently conversational and appropriate for the nature of the text     - reads at least 150 words correct per minute   + with rhythm and phrasing (phrasing/chunking and pausing)     - reads primarily in phrases, chunks and sentence units     - pays attention to intonation and pauses at punctuation consistently and accurately   + with smoothness (accuracy and self-correcting)     - reads nearly all words accurately     - reads smoothly, with minimal hesitations     - has very few word and structure difficulties and corrects quickly | |
| **Term 1 – Change for the Better**  Text Focus – Archaic (texts that have vocabulary or syntax that is not used nowadays – over 50 years old at least)  Beowulf – Michael Morpurgo  Wolves of Willoughby Chase – Joan Aiken | **Comprehension (Focus Skill – Retrieve)**   * Retrieving and recording information from non-fiction texts * Distinguishing between statements of fact and opinion * Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context * Explaining and discussing their understanding of what they have read   + Comment on what they have read and compare this to what they expect to read.   + Identify where they do not fully understand the text.   + Evaluate the value of a text for an identified purpose, drawing on information acquired by skimming and scanning. Read carefully sections of texts to research information and to answer questions.   + Identify and mark aspects of the text which are unclear in order to discuss or revisit on a second reading.   + Record details retrieved from the text about characters, events and ideas e.g. by making a comparisons table, true or false grid, etc.   + Identify material from texts to support an argument, know when it’s useful to quote directly, paraphrase or adapt.   + Use evidence from across a text to explain events or ideas. Identify similarities and differences between characters, places, events, objects and ideas in texts. Retrieve information from texts an evaluate its reliability and usefulness.   + Ask questions to clarify their understanding of words, phrases, events and ideas in different texts.   + Evaluate texts for reliability and usefulness when researching a topic. Record important details retrieved from a text using an appropriate format e.g. comparison tables.   + Read effectively for different research purposes e.g. skim and scan to gain an overview of a text, identify which part of the text needs to be read more carefully to find particular information, read slowly and carefully a section, annotating the text as appropriate. |
| **Term 2 – What Have They Taught Us?**  Text Focus – Narratively Complex (have an unreliable, multiple or non-human narrators which often create multiple plot-lines or alternative view points)  The Dreamsnatcher – Abi Elphinstone | **Comprehension (Focus Skill – Inference)**   * Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifying inferences with evidence * Identifying and discussing themes and conventions in and across a wide range of writing * Provide reasoned justifications for their views * Identify material from texts to support an argument, know when it’s useful to quote directly, paraphrase or adapt. To identify and summarise evidence from a text to support a hypothesis * To identify, mark and annotate extracts which they think are significant to understanding characters, events or ideas or an author’s point of view or use of language, adding commentary where this is helpful. * Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the reader’s view of characters. * Identify the hints and suggestions that writers make through their choices of words and phrases and the associations these evoke e.g. about characters, events or ideas. * Ask questions to clarify and explore their understanding of what is implied in the text. * Link what they have just read to what they know (prior knowledge and experience), their knowledge of texts, and what they have read in previous sections, to make inferences and deductions. |
| **Term 3 – Where Would We Be Without Water?**  Text Focus – Non-Linear (have timelines that can be complex to follow as the events are not written in order)  Orphans of the Tide – Struan Murray | **Comprehension (Focus Skill – Prediction and Summarising)**   * Predicting what might happen from details stated and implied * Make plausible predictions and explain what they are basing them on. Discuss how and why they need to modify their predictions as they read on. * Learn to anticipate events based on their own experience, what has been read so far and knowledge of other similar texts. Discuss the plausibility of their predictions and the reason for them. Make predictions, discussing reasoning behind them, drawing on their own knowledge of the world, from reading other similar texts and what they read earlier in the text. Compare their predictions with the events that occurred and consider why their predictions were accurate, plausible, or off the mark. * Identifying and discussing themes and conventions in and across a wide range of writing * summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas * recommending books that they have read to their peers, giving reasons for their choices * participating in discussions about books, building on their own and others’ ideas and challenging views courteously * explaining and discussing their understanding of what they have read, including through formal presentations and debates * Make regular, brief summaries of what they’ve read, lining their summary to previous predictions about the text. Summarise ‘evidence’ from across a text to explain events or ideas. Summarise their current understanding about a text at regular intervals. * Summarise their current understanding at regular intervals when reading an extended text. |
| **Term 4 – Healthy Body, Healthy Minds**  Text Focus – Figurative/Symbolic (have language that often conveys a moral or political message)  Classic Narrative Poetry: The Listeners - Walter De La Mare  Black Powder – Ally Sherrick | **Comprehension (Focus Skill – Explain)**   * identifying and discussing themes and conventions in and across a wide range of writing * making comparisons within and across books: modern fiction, fiction from our literary heritage, and books from other cultures and traditions * identifying how language, structure and presentation contribute to meaning * recommending books that they have read to their peers, giving reasons for their choices * participating in discussions about books, building on their own and others’ ideas and challenging views courteously * explaining and discussing their understanding of what they have read, including through formal presentations and debates * providing reasoned justifications for their views * identifying how language, structure and presentation contributes to meaning * discussing and evaluating how authors use language, including figurative language, considering the impact on the reader * As they read, identify, mark and annotate extracts which they think are significant to understanding characters, events or ideas or an author’s point of view or use of language, adding a commentary where this is helpful. * Contribute constructively to a 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. * Identify material from texts to support an argument, know when it is useful to quote directly, paraphrase or adapt. * Understand how a writer develops themes, ideas or points of view over a text. Identify how the narrative or author’s voice influences the reader’s point of view and frames their understanding. Discuss how this can change over the course of a text. In non-fiction texts, distinguish between explicit and implicit points of view and discuss how the sense of the writer can develop over a text e.g. autobiographies. * Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together. Understand how writers use the features and structure of information texts to help convey their ideas or information. Analyse how the structure or organisation of a poem supports the expression of moods, feelings and attitudes. * Make comparisons and draw contrasts between different elements of a text and across texts. Compare and contrast the work of a single author. Investigate different versions of the same story or different books on the same topic, identifying similarities and differences. * Identify and discuss idiomatic phrases, expressions, and comparisons (metaphors, similes, and embedded metaphors) met in texts, using an appropriate technical vocabulary. Consider how authors have introduced and extended ideas about characters, events or topics through the language choices and the way they have developed them. Comment critically on how a writer uses language to imply ideas, attitudes and points of view. * Identify the features that make some texts more effective than others. * Use knowledge of different organisational features of texts to find information effectively. Identify and explain how complicated information is presented on the page to make reading easier. * Identify the hints and suggestions that writers make through their choices of words and phrases and the association these evoke e.g. about characters, events or ideas. * Understand and explain how different conventions and presentational features are used across a range of information or non-narrative texts. Compare different types of information texts, including texts which are a mix of text types or were written for a number of purposes simultaneously, and identify differences in the way that they are structured. * Discuss the way that writers of non-fiction match language and text structure to their intentions – to amuse, persuade etc. Explain and use accurately the subject specific vocabulary used in different non-fiction texts |
| **Term 5 – Our Beautiful World**  Text Focus – Resistant (texts that deliberately resist easy meaning-making by readers such as poetry)  Holes – Louis Sacher | **Comprehension (Focus Skill –Explain)**   * identifying and discussing themes and conventions in and across a wide range of writing * making comparisons within and across books: modern fiction, fiction from our literary heritage, and books from other cultures and traditions * identifying how language, structure and presentation contribute to meaning * recommending books that they have read to their peers, giving reasons for their choices * participating in discussions about books, building on their own and others’ ideas and challenging views courteously * explaining and discussing their understanding of what they have read, including through formal presentations and debates * providing reasoned justifications for their views * identifying how language, structure and presentation contributes to meaning * discussing and evaluating how authors use language, including figurative language, considering the impact on the reader * As they read, identify, mark and annotate extracts which they think are significant to understanding characters, events or ideas or an author’s point of view or use of language, adding a commentary where this is helpful. * Contribute constructively to a 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. * Identify material from texts to support an argument, know when it is useful to quote directly, paraphrase or adapt. * Understand how a writer develops themes, ideas or points of view over a text. Identify how the narrative or author’s voice influences the reader’s point of view and frames their understanding. I=Discuss how this can change over the course of a text. In non-fiction texts, distinguish between explicit and implicit points of view and discuss how the sense of the writer can develop over a text e.g. autobiographies. * Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together. Understand how writers use the features and structure of information texts to help convey their ideas or information. Analyse how the structure or organisation of a poem supports the expression of moods, feelings and attitudes. * Make comparisons and draw contrasts between different elements of a text and across texts. Compare and contrast the work of a single author. Investigate different versions of the same story or different books on the same topic, identifying similarities and differences. * Identify and discuss idiomatic phrases, expressions, and comparisons (metaphors similes, and embedded metaphors) met in texts, using an appropriate technical vocabulary. Consider how authors have introduced and extended ideas about characters, events or topics through the language choices and the way they have developed them. Comment critically on how a writer uses language to imply ideas, attitudes and points of view. * Identify the features that make some texts more effective than others. * Use knowledge of different organisational features of texts to find information effectively. Identify and explain how complicated information is presented on the page to make reading easier. * Identify the hints and suggestions that writers make through their choices of words and phrases and the association these evoke e.g. about characters, events or ideas. * Understand and explain how different conventions and presentational features are used across a range of information or non-narrative texts. Compare different types of information texts, including texts which are a mix of text types or were written for a number of purposes simultaneously, and identify differences in the way that they are structured. * Discuss the way that writers of non-fiction match language and text structure to their intentions – to amuse, persuade etc. Explain and use accurately the subject specific vocabulary used in different non-fiction texts. |
| **Term 6 – Our Beautiful World**  Text Focus – Resistant (texts that deliberately resist easy meaning-making by readers such as poetry)  The White Giraffe – Lauren St John | **Comprehension (Focus Skill – Consolidation of all skills based on assessment)** |