



Reading Curriculum – Year 6

<u>Archaic Language</u>	<u>Non-linear Time Sequences</u>	<u>Narratively Complex</u>	<u>Complexity of plot/symbolic text</u>	<u>Resistant Text</u>
The vocabulary, usage, syntax for cultural reference of text over 50 or 100 years old are vastly different and more complex than books today	Books where time moves in fits and starts. This requires focus on plot and understanding	Books are sometimes narrated by an unreliable narrator or who have multiple narrators or non-human. These add more complexity than a single plot line	Texts which happen on a symbolic level. Critical forms of text complexity	Texts written to deliberately resist easy meaning-making by readers. Readers have to assemble meaning around nuances, hints, uncertainties and clues
<p>A Christmas Carol- Charles Dickens</p> <p>Shakespeare Sonnets- Love Sonnet 18</p> <p>Beatrix Potter</p> <p><i>It was the night before Christmas</i> CC Moore</p> <p><i>The Tyger</i> William Blake</p>	Holes-Louis Sachar	The boy in the Striped Pyjamas- John Boyne	<p><i>In Flanders Field</i>-John McCrae</p> <p><i>Daffodils (poem)</i> William Wordsworth</p> <p>Skellig David Almond</p>	<p><i>Poetry- Jabberwocky- Lewis Carroll (Resistance)</i></p> <p>Shaun Tan (complexity of Plots)</p>

National Curriculum

Retrieval	Vocabulary	Developing fluency, performance and debating	Inference	Text Structure-comparing and making links
<ul style="list-style-type: none"> Asking questions to improve their understanding summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas retrieve, record and present information from non-fiction Find, select and combine relevant words and phrases from more 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to understand the meaning of new words that they meet Identifying how language contributes to meaning Asking questions to improve their understanding Discuss and evaluate how authors use language, including figurative 	<ul style="list-style-type: none"> Learning a wider range of poetry by heart Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Asking questions to improve their 	<ul style="list-style-type: none"> Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Distinguish between statements of fact 	<ul style="list-style-type: none"> Reading books that are structured in different ways and reading for a range of purposes Identifying and discussing conventions in and across a wide range of writing Identifying how structure and presentation contribute to meaning Read fiction and non-fiction texts that are structured in different ways

<p>than one text/source to support answers to find it questions</p> <ul style="list-style-type: none"> • Identify the main idea from across several paragraphs or sections of the text and provide key additional information from the text to support this • Summarise the themes or viewpoints for different texts • Appropriately select and apply skimming and scanning skills to a range of other texts across the curriculum e.g. history and geography • Generate find it questions relevant to different sections of a non-fiction text • Ask relevant find it questions about different sections of a story read • Make notes for presentations to different audiences • Appraise a text quickly, deciding on its value, quality or usefulness 	<p>language, considering the impact on the reader Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <ul style="list-style-type: none"> • Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context • Ask questions to help clarify their understanding of vocabulary • Explain how words and phrases create a particular mood, feeling or attitude • Consider the impact on the reader of a range of vocabulary and language devices • Compare the impact of language devices across texts • Recognise and compare language and vocabulary features across different text types and between authors and consider impact on reader. • Suggest how language would need to change for different audiences 	<p>understanding Recommending books that they have read to their peers, giving reasons for their choices Participate in discussions about books, 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.</p> <ul style="list-style-type: none"> • Participate in discussions about books, building on their own and others' ideas • Challenge views courteously • Explain and discuss their understanding of what they have read through formal debates • Provide reasoned justifications and a wider range of evidence to support their views • Comment on the overall impact of a text on the reader 	<p>and opinion Provide reasoned justifications for their views</p> <ul style="list-style-type: none"> • Make predictions about characters, plots and themes of stories based upon knowledge of fiction genres and other books by the same author • Make predictions using evidence stated and implied Infer, comment on and make links between the cause and effects of events and actions • Evaluate the impact of different causes and effects on people and places Justify inferences backed by a range of types of evidence from across the text • Infer and compare different characters' thoughts, feelings and motives at the same points in a story 	<ul style="list-style-type: none"> • Identify structural organisers and make comparisons within and across books • Discuss the effectiveness of different structures/ presentations of fiction and nonfiction • identify, compare and contrast the features of a range of fiction genres • Explain major differences between text types • Read for a range of purposes e.g. research, pleasure, locate specific information, gain an overview, compare and contrast • Analyse how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot
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Teachers read the class text daily however they can select other texts for reading lessons.

Autumn 1

Wk	Text	Concepts	Objectives
1	The boy in the striped pyjamas- John Boyne	Retrieval- Summarising	Asking questions to improve their understanding Identify the main idea from across several paragraphs or sections of the text and provide key additional information from the text to support this. Summarise the themes of viewpoints from different texts
2	The boy in the striped pyjamas- John Boyne	Retrieval sequencing	Sequence sections of unknown texts based upon knowledge of genre feature Manipulate sections of stories to create and explore more complex narratives such as dual narration
3	Non-fiction linked to topic	Retrieval- Skimming and scanning	Scan different texts to find evidence to support answers to questions. Spread read or skim the text to get the general idea Appropriately select and apply skimming and scanning skills to a range of other texts across the curriculum.
4	The boy in the striped pyjamas- John Boyne	Retrieval- recasting note making skills	Summarise in different ways for different audiences and purposes. Makes notes for presentations for different audiences
5	The boy in the striped pyjamas- John Boyne	Retrieval- Locational questions	Generate find it questions relevant to different sections of a non-fiction text. Ask relevant find it questions about different sections of a story Answer find it questions relevant to non-fiction or story with increased complexity over locational features such as different vocabulary for the question and answer, use of more complex text.
6	The boy in the striped pyjamas- John Boyne	Retrieval- Summarising	Asking questions to improve their understanding Identify the main idea from across several paragraphs or sections of the text and provide key additional information from the text to support this. Summarise the themes of viewpoints from different texts
7	In Flander's Field John McCrae	Developing Fluency and performance Vocabulary- identify	Learning by heart a wider range of poetry. Preparing a poem to read aloud and to perform-showing understanding through intonation, tone and volume so that the meaning is clear to an audience Identify words and phrases that create a particular mood, feeling or attitude including figurative language

Autumn 2

Wk	Text	Concepts	Objectives
1	A Christmas Carol Charles Dickens	Inference-prediction	Make credible predictions about what happen from details stated or implied and support with references to the whole text Provide reasoned justifications for views expressed
2	Non-fiction Core text linked to topic	Use of function of structural organisers-non-fiction	Read non-fiction texts that are structured in different ways Identify structural organisers and make comparisons across books Discuss the effectiveness of different structures
3	A Christmas Carol Charles Dickens	Inference-cause and effect	Infer comment on and make links between the cause and effects of events and actions Evaluate the impact of different causes and effects on people and places
4	Charles Dickens	Reading for pleasure-author study	Read for a range of purposes Reading a wide variety of fiction, non-fiction and poetry Recommending books they have read to their peers
5	Beatrix Potter	Vocabulary-the meaning of words	Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words they meet in context. Ask questions to clarify their understanding of vocabulary
6	It was the night before Christmas CC Moore	Developing fluency and performance	Fluently and effortlessly read the full range of age-appropriate texts including both modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books
7	Review Week		

Spring 1

Wk	Text	Key Focus	Objectives
1	Skellig David Almond	Inference-identifying evidence to support opinion	Justify inferences backed by a range of types of evidence from across the text Infer and compare different character's thoughts, feelings and motives at the same points in the story. Distinguish between statement of fact or opinion
2	Skellig David Almond	Inference-characterisation	Create improvisations in role Present ideas in role as an expert Exploring characters feelings and perspectives
3	Skellig David Almond	Inference-asking and answering questions	Ask find it/inference questions which explore the detail of the text or which require comparison across the full text
4	Daffodils (poem) William Wordsworth	Vocabulary-intended impact on the reader	Explain how words and phrases create a particular mood, feeling or attitude Consider and appraise the impact on the reader of a range of vocabulary and language devices Compare language across texts
5	Shakespeare Sonnets- Love Sonnet 18 (valentines day)	Developing fluency and performance	Reads aloud a range of moderately complex and sophisticated texts which include multisyllabic words and complex sentences with fluency and appropriate expression
6	Review week		

Spring 2

Wk	Text	Key Focus	Objectives
1 & 2	Skellig David Almond	Inference-asking and answering questions	Developing skills in finding the detail of the text- to ask questions. This strategy is modelled by making connections across the text.
3	Shaun Tan (complexity of Plots)	Reading for pleasure- author study	Read for a range of purposes Reading a wide variety of fiction, non-fiction and poetry Recommending books they have read to their peers
4	Skellig David Almond	Vocabulary-recognise how language is linked to audience and purpose	Recognise and compare language across different text types and between authors and consider the impact on the reader Suggest how language should change for different audiences and purposes- appraise when it is suitable
5	Poetry- Jabberwocky- Lewis Carroll (Resistance)	Developing fluency and performance	Consistently and automatically integrates pausing, intonation, phrasing and rate
6	Review		

Summer 1

Wk	Text	Concept	Objectives
1	Non-fiction core text linked to topic	Use of function of structural organisers/text featured Non-fiction	Read non-fiction texts that are structured in different ways. Identify structural organisers and make comparisons within and across books Discuss the effectiveness of different structures/presentations Identify and compare similarities
2	Poetry If (poem) Rudyard Kipling (comparison to Jabberwocky)	Use of function of structural organisers/text features-poetry	Read poetry texts that are structured in different ways. Identify structural organisers and make comparisons within and across books Discuss the effectiveness of different structures/presentations Identify and compare similarities
3	Holes Louis Sachar	Use of function of structural organisers/text features-fiction	Read fiction texts that are structured in different ways. Identify structural organisers and make comparisons within and across books Discuss the effectiveness of different structures/presentations Identify and compare similarities
4	Holes/War Horse	Vocabulary- compare and contrast	Compare and contrast different language across books. Language used by different characters and perspectives-including for different audiences and purposes
5	The Tyger William Blake	Developing fluency and performance	Use appropriate intonation, tone and volume when reciting or reading aloud to an audience making the meaning clear by how they present the text
6	Review		

Summer 2

Wk	Text	Concept	Objectives
1	Review of texts and books studied	Compare and contrast-making links	Compare and contrast themes and topics in stories of the same genre e.g. mysteries and adventure stories. Explain the relationship between characters, plot, setting, point of view and theme
2	Holes Louis Sachar	Reviewing and performing-debating	Participate in discussions about books, building on their own and other's ideas Challenge views courteously Explain and discuss their understanding of what they have read through formal debates Provide evidence to support their views Comment on the overall impact of the text on the reader.
3	Philip Pullman	Reading for pleasure-author study	Read for a range of purposes Reading a wide variety of fiction, non-fiction and poetry Recommending books they have read to their peers
4 and 5	Holes Louis Sachar	Vocabulary	Full review of Y6 vocabulary
6 and 7	Shakespeare-Prose	Developing fluency and performance	Learning by heart a wider range of poetry. Preparing a poem to read aloud and to perform-showing understanding through intonation, tone and volume so that the meaning is clear to an audience