



## Year 6 Reading

Behaving and reflecting as a reader	Retrieval skills	Inferential skills	Purpose and organisation	Style and impact	Decoding	Authorial intent/context
<p>Children will continue to develop a love of reading through hearing, sharing and discussing a broader and deeper range of high quality more complex fiction and non-fiction books. <b>This will include:</b></p> <ul style="list-style-type: none"> <li>• Continuing to read and discuss an increasingly wide range of fiction poetry plays, non-fiction, reference books and text books.</li> <li>• In their discussions, building on their own and others' ideas and challenging views courteously</li> <li>• Recommending to their peers, books that they have read, giving reasons for their choices and providing reasoned justifications for their views Preparing</li> </ul>	<p>Children will be confident in explaining their understanding of increasingly complex texts. <b>This will include:</b></p> <ul style="list-style-type: none"> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• Asking questions to improve their understanding</li> <li>• Summarising the main ideas drawn from more than one paragraph</li> <li>• Identifying key details that support the main ideas</li> <li>• Retrieving, recording and presenting information from a range of texts including non-fiction and applying these skills in a range of contexts (i.e. cross-</li> </ul>	<p>Children will further develop an understanding of and ability to explain inference including how an author crafts a text for effect. <b>This will include:</b></p> <ul style="list-style-type: none"> <li>• Predicting what might happen from details stated and Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with textual evidence/ quotations</li> </ul> <p><b>This could include:</b></p> <ul style="list-style-type: none"> <li>• Developing increasingly confident explanations of</li> </ul>	<p>Children will be familiar with a range of increasingly complex text types and their organisational conventions and will further develop their understanding of the links between presentation, structure and meaning. <b>This will include:</b></p> <ul style="list-style-type: none"> <li>• Further developing their knowledge and understanding of conventions of different types of writing such as the use of first person in writing diaries and autobiographies</li> <li>• Beginning to understand and explain how writers use organisation and</li> </ul>	<p>Children will be able to discuss and evaluate (in verbal and written form) how authors use language, including figurative language, to create meaning and impact on the reader. <b>This will include:</b></p> <ul style="list-style-type: none"> <li>• Identifying and evaluating how language, structure and presentation contribute to meaning</li> <li>• Using appropriate technical terminology to discuss and write about what they hear and read e.g. metaphor, simile, analogy, imagery, style, effect.</li> </ul>	<p>By the end of year 6, children's' reading and writing will be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English. <b>This will include:</b></p> <ul style="list-style-type: none"> <li>• Applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</li> <li>• Working out any unfamiliar word s</li> </ul>	<p>Children will show an increasing recognition and understanding of the way writers' viewpoints and purposes are evident in /affect meaning in texts and that texts have contexts which affect meaning. <b>This will include:</b></p> <ul style="list-style-type: none"> <li>• Recognising, identifying and discussing themes (e.g. loss, heroism) in a wider range of writing</li> <li>• Considering different accounts of the same event and discussing /explaining viewpoints /purposes (both of authors and fictional characters) within a text and across more than one text</li> </ul> <p><b>This could include:</b></p> <ul style="list-style-type: none"> <li>• Identifying and beginning to explain similarities and differences between texts</li> <li>• Beginning to explain how the contexts in which texts are written</li> </ul>

<p>poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that meaning is clear to the audience</p>	<p>curriculum; real life) Explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes when necessary</p> <ul style="list-style-type: none"> <li>• Distinguishing between statements of fact and opinion</li> <li>• Making comparisons within and across books including comparisons of characters, settings and themes</li> </ul> <p>Learning a wide range of poetry by heart</p> <ul style="list-style-type: none"> <li>• Using relevant textual reference and/or quotation to support views</li> </ul>	<p>the inferences identified</p>	<p>presentational devices to create their own voice and influence the reader</p>		<p>with increasing automaticity by focusing on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation'</p> <ul style="list-style-type: none"> <li>• Reading aloud texts of an age-appropriate interest level with accuracy and at a reasonable speaking pace</li> <li>• Reading silently</li> </ul>	<p>and read contribute to meaning</p>
--	---	----------------------------------	--	--	---	---------------------------------------

**Statutory terminology for pupils: Y5:** modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity **Y6:** subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points