	Year 6	
	Reading – Word reading	
Skills	Objectives	What should be seen in the classroom?
Phonics and decoding	*apply 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	Daily individual reading for some Daily story time through class reader Daily phonics if needed Links to spelling 20 minutes whole class reading daily – Monday to Friday -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
Common Exception Words	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	

Text					
Fiction		Non-fiction		Poetry	
Holes A Place Called Perfect Letters from a Lighthouse The Boy at the back of the Class Kensuke's Kingdom The Boy in the Girl's Bathroom	The Arrival by Shaun Tan (Picture book) Holes by Louis Sachar (Literacy Shed Unit) Kensuke's Kingdom by Michael Morpurgo (Literacy Shed Unit) Cogheart by Peter Bunzl (Literacy Shed Unit) Rooftoppers by Katherine Rundell (Literacy Shed Unit)	Hurricane Katrina – Non-fiction website		The Dreadful Menace Caged Bird by Maya Angelou There's a Fire in the Forest Spinner	101 Poems for Children by Carol Ann Duffy The Lost Words by Jackie Morris and Rovert Macfarlane The Highwayman by Alfred Noyles The Dreadful Menace Caged Bird by Maya Angelou The Raven by Edgar Allen

					Poe
	Letters from a Lighthouse by Emma Carroll				There's a Fire in the Forest
					The Malfeasance by Alan Bold
					Ozymandias
					The Moment by Margaret Atwood

Year 6		
Reading - Comprehension		
Skills	Objectives	What should be seen in the classroom?
Understanding	* 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	Daily individual reading Daily story time through class reader 20 minutes whole class reading daily – Monday to Friday
Connecting and becoming familiar with texts	*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *making comparisons within and across book *increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *identifying and discussing themes and conventions in and across a wide range of writing	

Non Fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from nonfiction	
Poetry and Performance	*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	
		Question Stems
Vocabulary		• What do the words …… and …… suggest about the character, setting and mood? • Which word tells you that….? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means…… • Find and highlight the word that is closest in meaning to……. • Find a word or phrase which shows/suggests that…….
Inference	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence To discuss how characters change and develop through texts by drawing inferences based on indirect clues.	• Find and copy a group of words which show that… • 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?
Prediction	*predicting what might happen from details stated and implied	• 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.

Explanation	*identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	• Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • 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 ….. have on the audience? • How does the author engage the reader here? • Which words and phrases did ….. effectively? • Which section was the most interesting/exciting part? • How are these sections linked?
Retrieval		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? • Give one example of…… • The story is told from whose perspective?
Sequence/ summaries	*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	• 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? • In what order do these chapter