

READING OVERVIEW Year 6 2022 – 2023

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		Learning Objectives		
Term	Key texts POR, whole class novel / guided reading	Word Reading	Comprehension (understanding, commenting, discussing, comparing and contrasting), Inference and prediction	Speaking and Listening
Autumn	<p>POR: Love That Dog <i>Sharon Creech</i> Percy Jackson and the Lightning Thief by Rick Riordan</p> <p>Other Texts: Who let the gods out by Maz Evans The Turbulent Term of Tyke Tyler by Gene Kemp The Tyger – William Blake On the Origin of Species <i>Sabina Radeva</i> When Darwin Sailed the Sea <i>David Long</i> Window Jeannie Baker Belonging Jeannie Baker Selection of classic poetry (linked to <i>Love that Dog</i>) Selection of WW1 poetry A Christmas Carol <i>Charles Dickens</i> (also: versions by Marcia Williams & Quentin Blake)</p> <p>Whole class novel The Other Side of Truth by Beverley Naidoo</p> <p>Guided reading (Daily WCR): https://www.fredsteaching.com/shop/year-6-medium-term-planning-autumn-1/</p>	<ul style="list-style-type: none"> 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. 	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> develop positive attitudes to reading and understanding by reading and discussing a wide range of fiction, non-fiction and reference books. read books that are structured in different ways and reading for a range of purposes identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books <p>Understand what they read by:</p> <ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas 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 identifying how language, structure and presentation contribute to meaning 	<ul style="list-style-type: none"> maintain attention and participate actively in collaborative conversations, responding to comments; ask relevant questions to extend their understanding and build vocabulary and knowledge; listen and respond appropriately to adults and peers; articulate and justify answers and opinions; use spoken language to develop understanding through speculating, imagining and exploring ideas; participate in discussions, presentations, performances and debates; consider and evaluate different viewpoints, attending to the contributions of others; select and use appropriate registers for effective communication;

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring</p>	<p>POR: Rose Blanche <i>Roberto Innocenti / Ian McEwan</i> Stormbreaker by Anthony Horowitz</p> <p>Other texts: Variety of non-fiction (examples of explanation texts) Letters from the Lighthouse <i>Emma Carroll</i></p> <p>Whole class novel Wonder <i>RJ Palacio</i> (reading for Pleasure)</p> <p>Guided reading (Daily WCR): https://www.fredsteaching.com/shop/year-6-medium-term-planning-spring-1/</p>	<ul style="list-style-type: none"> • 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. 	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • read and discuss a wide range of fiction • read books that are structured in different ways • identify and discuss themes and conventions • discuss understanding and explore meaning of words in context • 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 <p>Understand what they read by:</p> <ul style="list-style-type: none"> • ask questions to improve understanding • draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence • identifying how language, structure and presentation contribute to meaning • predicting what might happen from details stated and implied • distinguish between statements of fact and opinion • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • discuss and evaluate how authors use language • participate in discussions about books, building on their own and others' ideas and challenging views • explain and discuss their understanding of what they have read 	<ul style="list-style-type: none"> • maintain attention and participate actively in collaborative conversations, responding to comments about the text • ask relevant questions to extend their understanding and build vocabulary and knowledge • listen and respond appropriately to adults and peers • articulate and justify answers and opinions • use spoken language to develop understanding through speculating, imagining and exploring ideas • participate in discussions, presentations, performances and debates • consider and evaluate different viewpoints, attending to the contributions of others • select and use appropriate registers for effective communication • use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama
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<p>Summer</p>	<p>POR: Other texts: Holes <i>Louis Sachar</i> Shakespeare Stories (<i>retold by Leon Garfield</i>) The arrival by Shaun Tan</p> <p>Whole class novel The Rules of Summer by <i>Shaun Tan</i> (reading for Pleasure)</p> <p>Guided reading (Daily WCR): https://www.fredsteaching.com/shop/year-6-medium-term-planning-summer-1/</p>	<ul style="list-style-type: none"> • 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. 		
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