

# YEAR SIX: WORD READING

## COMPREHENSION:

- Maintain positive attitudes to reading by reading frequently for pleasure
- Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books /text books including: myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions
- Explain and discuss an understanding of what has been read, including through presentations and debates, maintain a focus on the topic and using notes where necessary

| <b>AF1:</b> Developing Reading   | <b>AF2: (2B and 2C)</b> Understand, describe, select or retrieve information events or ideas from texts   | <b>AF3: (2D and 2E)</b> Deduce, infer or interpret information, events or ideas from text  | <b>AF4: (2F and 2H)</b> Some awareness of meaning of simple text feature  | <b>AF5: (2A, 2F and 2G)</b> Explain and comment on writers' use of language  | <b>AF6: (2B and 2D)</b> Identify and comment on writers' purposes and viewpoints and the overall effect of the text  |
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| <ul style="list-style-type: none"> <li>• Read a range of age-appropriate texts in English and across the other subjects fluently and effortlessly.</li> <li>• Demonstrate appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, making the meaning clear to the audience.</li> <li>• Apply the knowledge of root words, prefixes and suffixes to determine the meaning of new words (see appendix 1 of National Curriculum).</li> <li>• Draw on contextual evidence to make sense of what is read.</li> <li>• Ask questions to enhance understanding of a text.</li> <li>• Recommend books to others based on own reading preferences.</li> <li>• Deliver a formal presentation to show an understanding of what has been read using notes where necessary.</li> </ul> | <ul style="list-style-type: none"> <li>• Continue to learn poetry by heart so that a wide range has been learned. Include poems with similes, metaphors, imagery, style and effect and poems with themes.</li> <li>• <b>Learn poetry by heart:</b> Comment on the use of unusual or surprising language choices and effects such as onomatopoeia and metaphor and comment on how this influences meaning.</li> <li>• <b>Learn poetry by heart:</b> Vary pitch, pace, volume, rhythm and expression in relation to the poem's meaning and form.</li> <li>• <b>Learn poetry by heart:</b> Use dramatic interpretations and ICT to enhance the presentation.</li> <li>• <b>2B: In non-fiction:</b> Retrieve, record and present information from a range of sources (texts, websites, films, leaflets, articles).</li> <li>• <b>2B: In non-fiction:</b> Plan and decide independently what information needs to be searched for.</li> <li>• <b>2B, 2C: Identify key details that support main ideas from more than one paragraph:</b> Use quotations to illustrate ideas.</li> <li>• <b>2B, 2C: Identify key details that support main ideas from more than one paragraph:</b> Use the skills of skimming, scanning, text-marking and note taking to identify key ideas.</li> <li>• <b>2B, 2C: Identify key details that support main ideas from more than one paragraph:</b> Refer to the text to support predictions and opinions (PEEL-Point + Evidence + Explanation + Evaluation).</li> </ul> | <ul style="list-style-type: none"> <li>• <b>2E:</b> Distinguish between statements of fact and opinion.</li> <li>• <b>2E: Draw inferences:</b> Identify stock characters in particular genres.</li> <li>• <b>2E: Draw inferences:</b> Identify evidence of characters that challenge stereotypes and surprise the reader.</li> <li>• <b>2E: Draw inferences:</b> Recognise that authors can use dialogue at certain points in a story to explain plot, show character and relationships, convey mood or create humour.</li> <li>• <b>2E: Draw inferences:</b> Make inferences about the perspective of the author from what is written and implied.</li> <li>• <b>2D:</b> Justify inferences with evidence.</li> <li>• <b>2E: Make predictions based on details stated and implied:</b> Predict using more complex narratives, e.g. narratives with flashback, narratives with different viewpoints, narrative with two parallel threads in it.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>2H: Make comparisons within and across texts:</b> Comment on the genre-specific language features the author has used to convey information in a non-fiction text.</li> <li>• <b>2H: Make comparisons within and across texts:</b> Comment on and compare the language choices the author has made to convey information over a range of non-fiction texts.</li> <li>• <b>2F: Structure &amp; presentation for meaning:</b> Comment on the structural choices the author has made when organising the text.</li> <li>• <b>2F: Structure &amp; presentation for meaning:</b> Explain how the structural choices support the writer's theme and purpose.</li> </ul> <div data-bbox="1115 877 1496 957" style="border: 1px solid black; padding: 5px;"> <p><b>AF7: (2B and 2H)</b> Relate texts to their social, cultural and historical traditions.</p> </div> <ul style="list-style-type: none"> <li>• <b>2B, 2H:</b> Take part in a debate and show an understanding of themes in a text.</li> <li>• <b>2H: Discuss wide range of texts from heritage &amp; other cultures:</b> Compare and contrast the key features of a range of appropriate texts.</li> <li>• <b>2H: Discuss wide range of texts from heritage &amp; other cultures:</b> Compare and contrast characters across a range of appropriate texts.</li> <li>• <b>2H: Discuss wide range of texts from heritage &amp; other cultures:</b> Compare and contrast themes across a range of appropriate texts (social, cultural and historical).</li> </ul> | <ul style="list-style-type: none"> <li>• <b>2A, 2F, 2G: Language inc. figurative for meaning:</b> Analyse how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes.</li> <li>• <b>2A, 2F, 2G: Language inc. figurative for meaning:</b> Compare, contrast and explore the styles of writers and poets, providing evidence and explanations.</li> <li>• <b>2A, 2F, 2G: Language inc. figurative for meaning:</b> Describe and evaluate the styles of individual writers and poets, providing evidence and justifying interpretations.</li> <li>• <b>2A, 2F, 2G: Language inc. figurative for meaning:</b> Identify and discuss irony and its effect.</li> <li>• <b>2A, 2F, 2G: Language inc. figurative for meaning:</b> Comment and compare the language choices the author has made to convey information over a range of non-fiction texts.</li> <li>• <b>Y6 SPAG:</b> Recognise and discuss the use of the passive to affect the presentation of information in a sentence.</li> <li>• <b>Y6 SPAG:</b> Recognise and discuss the difference between informal speech and formal speech (e.g. the use of question tags; "he's your friend, isn't he?", or the use of subjunctive forms such as; "if I were").</li> </ul> | <ul style="list-style-type: none"> <li>• <b>2B:</b> Identify themes and conventions.</li> <li>• <b>2B, 2D:</b> Demonstrate through discussion an understanding of the use of themes and conventions.</li> <li>• <b>Express views &amp; justify opinions:</b> Identify how style is influenced by the intended audience.</li> <li>• <b>Express views &amp; justify opinions:</b> Identify common elements of an author's style and make comparisons between books.</li> <li>• <b>Express views &amp; justify opinions:</b> Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes.</li> <li>• <b>Express views &amp; justify opinions:</b> Identify and discuss the viewpoint in the text, e.g. recognise that the narrator can change and be manipulated, i.e. the story has 2 narrators, a different character takes over the storytelling.</li> <li>• <b>Express views &amp; justify opinions:</b> Declare and justify personal preferences for writers and types of text.</li> </ul> |