

# Year 6 Reading Programmes of Study

## **Purpose of Study:**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

## **Subject Content:**

By the end of year 6, pupils' reading and writing should 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, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

<b>Previous Learning</b>	Previous end point knowledge the pupils must remember to ensure learning stays in the long term memory. Please review previous learning to check pupils' understanding, identify and correct misunderstandings. This will ensure pupils embed key concepts in their long-term memory and apply them fluently. Revisiting previous learning will allow pupils to transfer key knowledge to long-term memory.
<b>Current Knowledge &amp; Skills</b>	The new knowledge and skills must allow pupils to transfer key knowledge to long-term memory. New knowledge and skills will build on what has been taught before and pupils will work towards the clearly defined end points.
<b>End Point of Unit</b>	The key content the pupils need to know. Assessment is used to check pupils' understanding and to help pupils embed and use knowledge fluently and develop their understanding

## Year 6 READING

*Over the course of the year, the children will develop the same skills with growing sophistication as applied to a broad range of texts of increasing complexity of vocabulary and themes.* They will increase familiarity with a wide range of books, reading for a range of different purposes - myths, legends, traditional stories from a range of cultures and traditions, modern fiction, fiction from our literary heritage; a range of forms of poetry, plays, a variety of purposes of nonfiction.

### FLUENCY, WORD READING AND VOCABULARY

*At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so.*

*It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.*

Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.

When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word’s meaning(s) and its correct pronunciation.

Pupils will need to be exposed to new vocabulary 8-12 times (listening and reading) before they will be able to use it independently.

<b>Previous Learning</b>		<b>New Knowledge Content</b>	<b>Skill development</b>	<b>End Point of Unit</b>
Revisiting previous learning to transfer key knowledge to long-term memory.		What will the pupils know at the end of this unit that they didn't know before?	How they will show and apply their new knowledge	Assessment of learning at end point
<b>Reading texts:</b> <a href="#">Link to text map</a>	By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.	<b>I will know:</b> <ul style="list-style-type: none"> <li>● Further exception words, noting the unusual correspondences between spellings and sounds (Sounds Write)</li> <li>● That I can work out any unfamiliar word.</li> <li>● That I should focus on <b>all</b> the letters in a word (so that they do not, for example, read ‘invitation’ for ‘imitation’ simply because they might be more familiar with the first word.)</li> <li>● Vocabulary relevant to the topic studied</li> </ul>	<b>I will know how to:</b> <ul style="list-style-type: none"> <li>● Read with 98% accuracy</li> <li>● 107+ words per minute</li> <li>● Apply knowledge of root words, prefixes and suffixes (morphology and etymology) to read aloud and to understand the meaning of new words.</li> <li>● Use new vocabulary appropriately and precisely</li> <li>● Understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.</li> </ul>	It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.  Pupils’ knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension.

## COMPREHENSION

The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review.

Pupils will be taught to read as a reader, identifying the audience and purpose of the text and what the text is trying to do to them as a reader before using the strategies to build up to inference.

<b>Previous Learning</b>		<b>New Knowledge Content</b>	<b>Skill development</b>	<b>End Point of Unit</b>
Revisiting previous learning to transfer key knowledge to long-term memory.		What will the pupils know at the end of this unit that they didn't know before?	How they will show and apply their new knowledge	Assessment of learning at end point
Reading texts: <a href="#">Link to text map</a>		<p><b><u>Text purpose:</u></b>  <b>I will know:</b></p> <ul style="list-style-type: none"> <li>That writers create texts to create a particular effect on the reader</li> </ul> <p><b><u>Comprehension strategies:</u></b>  <b>I will know:</b></p> <ul style="list-style-type: none"> <li>What the strategy is, how the strategy is used and why and when to use the strategy.</li> <li>That I can combine strategies.</li> </ul> <p><b>Strategies - I will know:</b></p> <ul style="list-style-type: none"> <li>To <b>clarify</b> and check that the book makes sense, discussing my understanding and exploring the meaning of words in context</li> <li>To <b>ask questions</b> to improve my understanding</li> </ul>	<p><b><u>Text purpose:</u></b>  <b>I will know how to:</b></p> <ul style="list-style-type: none"> <li>Identify the intended audience and purpose of the text</li> <li>Bring my prior knowledge as reader to help understand the text: presentational devices, language choice, structures</li> <li>Identify what the text does to me as a reader</li> </ul> <p><b><u>Comprehension strategies:</u></b>  <b>I will know how to:</b></p> <p><b>Retrieve:</b></p> <ul style="list-style-type: none"> <li>Retrieve, record and present information (including from non-fiction texts), using different points within and across the text</li> <li>Combine information from a range of sources with increasing precision</li> </ul> <p><b>Deduce/Clarify:</b></p> <ul style="list-style-type: none"> <li>Check the text makes sense by discussing my understanding</li> </ul>	It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

- To **draw inferences** such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- To **predict** what might happen from details stated and implied
- To **summarise** the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

**Making meaning:**

- That **language, structure and presentation contribute to meaning**
- That specific words and phrases will capture interest and imagination
- Themes and conventions in the texts studied
- That there will be similarities in characters, settings, structures in different texts

**Reading into writing:**

**I will know that:**

- layout devices, organisational and presentational devices enhance meaning and effectively support the audience and purpose of the text [for

- Retell the text orally

**Questioning:**

- Ask questions to clarify

**Infer:**

- Infer characters' feelings, thoughts and motives (viewpoint/relationship/mood) from clues in the text
- Identify and explain the writer's viewpoint and how this affects the reader's response eg how a character is portrayed, including use of irony (eg sarcasm, insincerity and mockery)
- Justify inference with evidence from the text

**Prediction:**

- Predict what might happen from details stated and implied and making links using knowledge of other texts.

**Summarising:**

- Summarise main ideas (including key themes and ideas behind the text), identifying key details that support this

**Making meaning:**

**Purpose/Evaluation:**

- **Identify how language, structure and presentation contribute to meaning**
- Discuss and evaluate how authors use language to impact on the reader (including particular language choices in particular places and figurative language)
- Distinguish between statements of fact and opinion
- Identify and discuss themes (such as loss or heroism) in and across a wide range of writing
- Identify and discuss conventions (such as the use of the first person in writing)

		<p>example, headings, sub-headings, columns, bullets, or tables]</p> <ul style="list-style-type: none"> <li>● grammar and vocabulary choices can change and enhance meaning</li> <li>● description of settings and characters build atmosphere</li> <li>● dialogue is integrated in narratives to convey character (<i>to build characterisation and to show what characters are thinking, feeling, or what is motivating them</i>)</li> <li>● dialogue is integrated in narratives to advance the action (<i>causing something to happen eg a change of heart or making a decision, or building connections between characters which will move the story forwards</i>)</li> </ul> <p><b>Vocabulary:</b> metaphor, simile, analogy, imagery, style, effect.</p>	<p>diaries and autobiographies) in and across a wide range of writing</p> <ul style="list-style-type: none"> <li>● Providing reasons and justifications for my views (PEEL)</li> <li>● Make comparisons between characters, within and across books</li> <li>● Compare different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text</li> <li>● Use technical and other terms needed for discussing what they hear and read (such as metaphor, simile, analogy, imagery, style and effect)</li> <li>● Use contents pages and indexes to locate information</li> </ul>	
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**READING FOR PLEASURE**

*Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.*

Teachers should continue to emphasise pupils’ enjoyment and understanding of language, especially vocabulary, to support their reading and writing.

**Pupils should be reading widely and frequently, outside as well as in school, for pleasure and information.**

<p style="text-align: center;"><b>Previous Learning</b></p> <p style="text-align: center;">Revisiting previous learning to transfer key knowledge to long-term memory.</p>	<p style="text-align: center;"><b>New Knowledge Content</b></p> <p style="text-align: center;">What will the pupils know at the end of this unit that they didn’t know before?</p>	<p style="text-align: center;"><b>Skill development</b></p> <p style="text-align: center;">How they will show and apply their new knowledge</p>	<p style="text-align: center;"><b>End Point of Unit</b></p> <p style="text-align: center;">Assessment of learning at end point</p>
<p>Pupils should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be able to read silently, with good understanding, inferring the</p>	<p><b>I will know:</b></p> <ul style="list-style-type: none"> <li>● To read texts that are structured in different ways and for a range of purposes: <ul style="list-style-type: none"> <li>○ to entertain (<i>eg narrative descriptions, poetry, characters/settings</i>)</li> <li>○ to inform (<i>eg report, recount, biography, newspaper article, essay</i>)</li> <li>○ to persuade (<i>eg advertising, letter, speech, campaign</i>)</li> <li>○ to discuss (<i>eg balanced argument,</i></li> </ul> </li> </ul>	<p><b>I will know how to:</b></p> <ul style="list-style-type: none"> <li>● Maintain positive attitudes to reading</li> <li>● Recommending books I have read, giving reasons</li> <li>● Participate in discussions about books (read to me and ones I have read myself), building on ideas and challenging views courteously</li> <li>● Explain and discuss understanding of what you have read through formal</li> </ul>	<p>It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.</p>

	<p>meanings of unfamiliar words, and then discuss what they have read.</p>	<p><i>newspaper article, review</i>)</p> <ul style="list-style-type: none"> <li>● To read an increasingly wide range of fiction, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>● To read (and discuss) a range of poetry (<i>range of forms and opportunities ie narrative poems, couplets, poems with unfamiliar language structures, structured grammar, free verse based on themes and issues studied, sonnets</i>)</li> <li>● To learn a range of poems by heart</li> <li>● To read an increasingly wide range of plays, non-fiction and reference books or textbooks</li> </ul>	<p>presentations, discussions and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.</p> <p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>● Prepare and perform a range of poems (by heart) effectively using intonation, tone, volume and movement to clarify and enhance meaning, using different voices for narrator and characters and demonstrating awareness of the needs of the audience</li> <li>● Prepare plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>	
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