

Year 6 Reading

Term 1

Term 2

Term 3

Term 4

Term 5

Term 6

**YEAR
6**

Using the texts listed below - the text mapping demonstrates increasing complexity (complexity of language, complexity of sentence structure, complexity of narrative structure, variety of audience and variety of purpose)

- *I will know how to identify the intended audience and purpose of a text*
- *I will know how to retrieve information from a text*
- *I will know how to define the meaning of vocabulary in a text*
- *I will know how to define the impact of vocabulary choices on the reader*
- *I will know how to infer meaning from a text*
- *I will know how to explain and justify my inferences*
- *I will know how texts work cohesively as a whole*
- *I will know how writers make deliberate choices to impact the reader*
- *I will know how to read a range of texts for pleasure and for information*

- Darwin's Dragons
- The Explorer
- Who was Charles Darwin?
- The Ways of the Wolf
- Dragonology
- **Tyger, Tyger** - William Blake -
- **The Language of Cat** - Rachel Rooney

- No Ballet Shoes in Syria
- The Boy at the Back of the Class
- The Journey
- The Island
- Instructions
- **The Raven**- Edgar Allen Poe
- **Talking Turkeys** - Benjamin Zephaniah

- When the Sky falls
- Goodnight Mr Tom
- Witness accounts from Blitz
- We are at war speech/ Winston Churchill's speech -
- **Dulce et Decorum Est** - Wilfred Owen

- The Diary of Anne Frank
- Rose Blanche
- Number the Stars
- The Graveyard Book
- Biography of Nicholas Winton – kindertransport
- Macmillan's Winds of Change Speech
- **The Butterfly** - Pavel Friedmann

- Can You See Me?
- Pig Heart Boy
- Blood uk
- Illuminatomy
- Your Hardworking Heart and Spectacular Circulatory System (Your Brilliant Body!)
- **The Smuggler's Song** - Rudyard Kipling
- **If** – Rudyard Kipling

- King of Shadows
- Macbeth (Shakespeare original play)
- Macbeth (Leon Garfield Shakespeare Stories)
- Macbeth United
- Richard III
- What's So Special About Shakespeare?
- A Review of a Midsummer Night's Dream at the Globe
- **When Shall We Three Meet Again** - William Shakespeare -
- **Oh the Places you'll go** - Dr Seuss

- I know how to read fluently at 120 words per minute
- I know how to decode and pronounce age appropriate vocabulary with automaticity
- I know how to read widely for sustained periods, for pleasure and for information
- I know how to retrieve information from a text using the organisational features, skimming and scanning
- I know how to explore the meaning of words in context
- I know how to understand nuances in vocabulary choice and age appropriate academic vocabulary
- I know how to explain and discuss my reading through making recommendations and presentations
- I know how language, structure and presentation contribute to meaning in a range of texts, intended audiences and purposes

- I know how to discuss and evaluate how authors use language to impact on the reader with precision
- I know how to infer characters' thoughts, feelings and motives from their actions, what they say and how they say this
- I know how to explain and justify my inferences with reasoned justifications for my views
- I know how to compare authorial choices, themes and conventions across a wide range of texts
- I know how to compare characters and viewpoints of authors and fictional characters
- I know how to compare different accounts of the same event within the same text and between texts