



Year 6 Reading Overview

		Our community		Our World		Our Impact	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y e a r 6	Topic	Mining's Footprint	Extreme Earth	Battle of Britain	The Place in Between	Achievements of the ancients	Planet Earth
	Core text	The Nowhere Emporium (class reader)	The Nowhere Emporium (class reader) The Arrival Alma (Literacy Shed video)	Letters from a Lighthouse (class reader) The Piano (Literacy Shed video)	Letters from a lighthouse (class reader)	1001 Arabian Nights (class reader)	1001 Arabian Nights (class reader) Varmints
	Genre	Narrative - new world Biography - Lucien Silver	Diary entry for characters in the book Narrative Alma retell	Flashback Non chron_report - growing up in WW2	SPAG - SATS reading	Poetry	Narrative David Attenburgh style commentary / report
	Applying Phonics	I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. I read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.					



Year 6 Reading Overview

Explaining, discussing and understanding	I identify key information from a text I summarise key information in sentences. I find key information from different parts of the text. I summarise key information from different parts of the text. I present an oral overview or summary of a text. I understand the difference between fact and opinion. I find examples of fact and opinion in the texts. I can explain why one example is fact and another is opinion. I use point, evidence and explanation (PEE) or answer it, prove it, explain it (APE) to respond to questions about texts.	I understand that a narrative can be told from different points of view - narrator, character. I identify the point of view in a narrative. I can explore how events are viewed from another perspective. I identify the techniques used to create feelings, atmosphere, mood or messages. I can comment on how the writer's intent affects the reader.	I know that points of view can also be implied. I identify implied points of view. I can explain implied points of view, using evidence. I understand that the writer may have a viewpoint. I identify the writer's viewpoint, for example, how different characters are presented. I can explain the writer's viewpoint with evidence from the text. I can explain the effect of the writer's viewpoint on the reader. I can explain how the techniques used create feelings, atmosphere, mood or messages.
Reading for Pleasure : Comprehension	I understand that there will be unfamiliar words in the texts I read. I use dictionaries to check or find the meaning of unfamiliar words. I use meaning-seeking strategies to explore the words in context. I use meaning - seeking strategies to explore the meaning of idiomatic and figurative language.	I ask questions to improve and deepen my understanding. I re-read to check that the text is meaningful. I know that a text may need to be read slowly or re-read to deepen my understanding. I know that texts have different layers of meaning - between the lines and beyond the lines. I summarise the main ideas drawn from a text.	I can find the different layers of meaning in a text. I can explain how they contribute to the reader's understanding of the overall meaning, characters, themes. I make predictions from evidence found and implied. I know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. I can explain how the context of a text reflects the reaction of the audience it was written for.
Reading for Pleasure : Justification of views	I give a personal point of view about a text. I can explain the reasons for a viewpoint, using evidence from the text. I listen to others' ideas and opinions about a text.	I build on others' ideas and opinions about a text in discussion. I question others' ideas about a text. I make connections between texts which may not initially seem similar. I can explain why there are connections, using evidence. I can explain the similarities and differences between different versions of texts.	I identify themes in books which have different cultural, social or historical contexts. I compare and contrast themes in a range of books. I can explain how there are common themes in different books, using evidence from reading.



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	Reading for Pleasure : Positive attitude	I am familiar with a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts. I know that texts can have elements of more than one text type. I identify the elements included in a text type. I can explain why I enjoyed a book or poem and who might also enjoy it. I evaluate the usefulness of a non-fiction book to research questions raised.	I know that non-fiction texts may include a creative, fictional element. I can explain how the choices a writer has made about the structure of a text support its purpose. I can make predictions using knowledge of the conventions of different genres and text types. I understand that non-fiction texts may present the same information with different viewpoints. I identify the characteristics of a writer's style. I know that the word and language choices support the writer's purpose. I can record examples of words and language from reading to use in my own writing.	I know that style and vocabulary are linked to the purpose of the text. I can explain how the style and vocabulary are linked to the purpose of the text, using evidence. I evaluate the usefulness of different non-fiction texts by comparing how different writer's present the same information. I can explain the characteristics of a writer's style, using evidence. I can explain how the word and language choices support the writer's purpose, using evidence. I can explain how the techniques and structures used support the writer's purpose, using evidence. I record examples of techniques and structures from reading to use in my own writing. I can comment on the effectiveness of the writer's use of language structures and techniques.
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