

Key Learning in Reading: Year 6

Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"> ▪ Read books at an age appropriate interest level. ▪ Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>invitation</i> for <i>imitation</i>. ▪ Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. <i>un+happy+ness</i>, <i>dis+repute+able</i>, <i>dis+respect+ful</i>, <i>re+engage+ment</i>. ▪ Use suffixes to understand meanings e.g. <i>-cious</i>, <i>-tious</i>, <i>-tial</i>, <i>-cial</i>. ▪ Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below. ▪ Use etymology to help the pronunciation of new words e.g. <i>chef</i>, <i>chalet</i>, <i>machine</i>, <i>brochure</i> – <i>French in origin</i>. 	<p>As above and:</p> <p>Maintaining positive attitudes to reading</p> <ul style="list-style-type: none"> ▪ Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction. ▪ Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. ▪ Independently read longer texts with sustained stamina and interest. ▪ Recommend books to their peers with detailed reasons for their opinions. ▪ Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures. ▪ Learn a wider range of poems by heart. ▪ Prepare poems and play scripts to read aloud and perform using dramatic effects. <p>Understanding texts they read independently and those which are read to them</p> <ul style="list-style-type: none"> ▪ Explain the meaning of new vocabulary within the context of the text. ▪ Demonstrate active reading strategies e.g. <i>challenging peers with questions</i>, <i>justifying opinions</i>, <i>responding to different viewpoints within a group</i>. ▪ Use a reading journal to record on-going reflections and responses to personal reading. ▪ Explore texts in groups and deepen comprehension through discussion. ▪ Provide reasoned justifications for their views. ▪ Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point+Evidence+Explanation. ▪ Infer characters’ feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point+Evidence+Explanation. ▪ Predict what might happen from information stated and implied. ▪ Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text. ▪ Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in <i>Carrie’s War</i> and <i>Goodnight Mr Tom</i>. ▪ Compare characters within and across texts. ▪ Compare texts written in different periods. ▪ Recognise themes within and across texts e.g. <i>hope</i>, <i>peace</i>, <i>fortune</i>, <i>survival</i>. ▪ Distinguish between statements of fact and opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys’ diary and a history textbook. ▪ Skim for gist. ▪ Scan for key information e.g. <i>identify words and phrases which tell you the character is frustrated</i>, or <i>find words/phrases which suggest that a theme park is exciting</i>. ▪ Use a combination of skimming, scanning and close reading across a text to locate specific detail. ▪ Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects. ▪ Analyse the conventions of different types of writing e.g. <i>use of dialogue to indicate geographical and/or historical settings for a story</i>. ▪ Identify how language, structure and presentation contribute to meaning e.g. <i>persuasive leaflet</i>, <i>balanced argument</i>. <p>Evaluating the impact of the author’s use of language</p> <ul style="list-style-type: none"> ▪ Explore, recognise and use the terms personification, analogy, style and effect. ▪ Explain the effect on the reader of the author’s choice of language and reasons why the author may have selected these words, phrases and techniques. <p>Participating in discussion and debate</p> <ul style="list-style-type: none"> ▪ Participate in discussions about books, building on their own and others’ ideas and challenging views courteously. ▪ Explain and discuss their understanding of what they have read, including through formal presentations and debates. ▪ Prepare formal presentations individually or in groups. ▪ Use notes to support presentation of information. ▪ Respond to questions generated by a presentation. ▪ Participate in debates on issues related to reading (fiction/non-fiction).

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