

Programme of Study

Reading - word reading

Pupils should be taught to:

apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet.

Reading – Comprehension

Pupils should be taught to:

Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning

discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

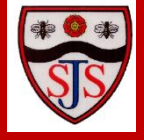
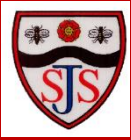
distinguish between statements of fact and opinion

retrieve, record and present information from non-fiction

participate in discussions about books that are read to them and those they can read for themselves, 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, maintaining a focus on the topic and using notes where necessary

provide reasoned justifications for their views.



Teaching of Reading

Organisation

- Whole Class Teaching
- 30 minutes reading session every day
- Texts take no more than 10 minutes – questions written by teaching staff
- Mini Plenaries as required so all children are involved
- Less confident with more confident
- Text choice does not take the teacher more than 10 minutes to read.
- Reading is broken up into small chunks with good questioning aimed at specific pupils
- Regular use of talk partners for oral rehearsal

Guided Group Session

- Teacher reads the text first modelling fluency, intonation, expression, volume, movement etc.
- Children can follow or read independently or in pairs afterwards
- Avoid children reading aloud the first time through and not on their own initially
- SEND/Identified pupils have work linked to phonics and IEP targets
- Minimise retrieval questions and plan questions linked to Question Analysis
- Discuss appropriate answers to a full range of question types.

Example Questions

Retrieval and Record

- Complete the table of information
- Whose viewpoint is the story told from?
- What is the atmosphere for the story?

Inference and Deduction

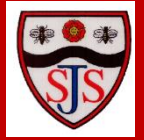
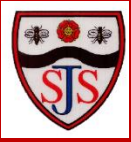
- Gentle, small and frail – how does this make the reader feel about the character?
- They were described as inoffensive brutes – how do the statements in the text support this?
- What does the character's reaction to the incident suggest about her personality?

Meaning of words

- They crossed the glassy surface of the pond. What impression does this give of the pond?
- What writing techniques has the author used to produce tension?

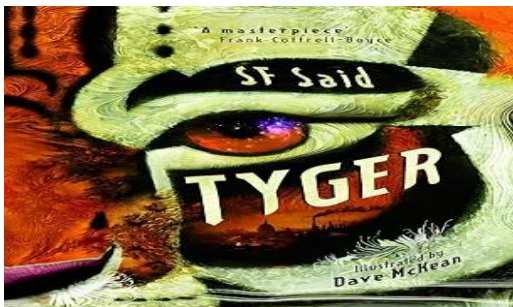
Summary, Prediction and Comparison questions

- How could the atmosphere have been changed at the end of the story?
- How is the atmosphere in both texts different?
- What could the character have done at point A, to change the outcome of the story?

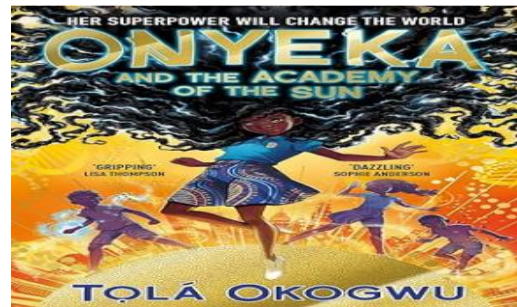


A Range of Recommended Books for Year 6

Tyger
by S.F. Said



Onyeka and the Academy of the Sun
by Tola Okogwu



Impossible Creatures
by Katherine Rundell



The Lion Above the Door
by Onjali Q. Rauf



The Final Year
by Matt Goodfellow



The Light in Everything
by Katya Balen

