

Year Six	Reading Content Domains and Writing Genres									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Autumn	Recount	Recount	Recount	Information	Information	Information	Narrative	Narrative	Narrative	Poetry
	Retrieval	Retrieval	Retrieval	Retrieval	Retrieval	Inference	Inference	Inference	Inference	Additional Content Domains
Winter	Procedural	Procedural	Procedural	Persuasion	Persuasion	Persuasion	Formal Letter	Formal Letter	Description	
	Retrieval	Retrieval	Retrieval	Inference	Inference	Inference	Words in Context	Words in Context	Words in Context	
Spring	News report	News report	News report	Diary	Diary	Diary	Narrative	Narrative	Narrative	Poetry
	Retrieval	Retrieval	Retrieval	Retrieval	Inference	Inference	Word Choice	Word Choice	Word Choice	Additional Content Domains
Summer	Explanation	Explanation	Explanation	Biography	Biography	Biography	Playscript	Narrative	Narrative	Narrative
	Retrieval	Retrieval	Retrieval	Words in Context	Words in Context	Words in Context	Additional Content Domains	Inference	Inference	Inference
Skills to practise during Book Talk		Summarise from more than one paragraph			Predict from given, and implied, information			How related information contributes to meaning		

Reading – Year 6					
Reading opportunities:	Book Talk (FLOW)	A Time to Read (adult read aloud)	ERIC	Library	Reading aloud
	Vocabulary (FLOW)	Fluency (FLOW)	Anthologies	Reading across the curriculum	Reading aloud own writing
NC Statutory Content					
Word reading					
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>Appendix 1</u> both to read aloud and to understand the meaning of new words they meet.					
Read Year 5 common exception words , noting the unusual correspondences between spelling and sound and where these occur in the word.					
Comprehension					
Develop, and maintain, positive attitudes to reading and understanding of what they have read by:					
<ul style="list-style-type: none"> Continuing to listening to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Continue to read books that are structured in different ways and reading for a range of different purposes. Using dictionaries independently to check the meaning of words they have read. Increasing their familiarity with a wide range of books, including myths and legends, and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and religions. Recommending books they have read to their peers giving reasons for their choices. Identifying themes and conventions in and across a wide range of books. 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:					
<ul style="list-style-type: none"> 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 more complex inferences as well as those 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 choose and use language , including figurative language, considering the impact on the reader.					
Distinguish between statements of fact and opinion .					
Retrieve and record information from non-fiction					
Participate in discussion about books , poems and other works 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.					

