Year 6

Reading Assessment Indicators

- **Choose to read independently and for pleasure, from a wide range of reading materials. They are braced to be a lifelong reader. (1)**
- **Use evidence from different parts of the text to justify both initial and revised predictions.* (2)**
- **Make inferences about authorial intent, themes, characters and aspects of plot, using appropriate evidence (quotations and reference) from the text.* (E.g. What impressions do you get from the character at this point? Give two pieces of evidence to support you answer. How is the theme of weather used to convey emotions across the text?) (3)**
- **Summarise information across a range of texts* (4)**
- **Discuss and evaluate how authors use language (including figurative language) considering the impact on the reader.* (5)**
- Apply knowledge of 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 (as listed in NC Appendix 1). (6)
- Read books that are structured in different ways and reads for a range of purposes. (7)
- Be familiar with a wide range of (age related) books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. (8)
- Recommend books read to their peers, giving relevant and appropriate reasons for choices. (9)
- Explain how the structural choices support the writer's theme or purpose (e.g. in fiction, decisions about plot structure, character development, or flashbacks/forwards. In non-fiction, looking at how a writer organises information so that the reader can compare and contrast ideas (e.g. first and last paragraph linkage)* (10)
- Using the text as evidence, give similarities and differences between given aspects – and represent the information in different ways (tables, Venn diagram, lists etc)* (11)
- Identify a time sequence in a complex texts with time shifts (e.g. flashbacks, fast forward etc).* (12)
- Prepare poems and plays to confidently read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. (13)
- Check that the (age related) book makes sense to them, discussing their understanding and exploring the meaning of words in context. (14)
- Ask relevant and targeted questions to improve their understanding of specific points and vocabulary. (15)
- Read with fluency and accuracy, paying close attention to all taught punctuation. (16)
- Decide on the quality and usefulness of a text when researching and justify decisions to others.* (17)
- Identify how language, structure and presentation contribute to meaning. (18)
- Identify devices that contribute to levels of formality. (19)
- Distinguish accurately between statements of fact and opinion. (20)
- Retrieve, record, synthesise and skilfully present relevant information from research, including leaflets, programmes, IT texts and reviews.* (21)
- Recognise writer intention by the words the author uses (sarcasm, mockery, irony), considering the impact on the reader.* (22)
- Relate text to their social, cultural and historical context and literary traditions, identifying the effect on the reader. (23)
- Explain, justify 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. (24)
- identify and discuss the effectiveness of cohesive device used across a text (e.g. a word or grammatical structure that signals a link between ideas within and across clauses, sentences and paragraphs).* (25)

These objectives link to the Trust Comprehension Curriculum.

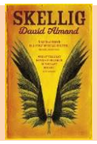
This Reading Long Term Plan contains a variety of core texts and linked texts suitable for Year 6. The texts include rich, high-quality whole novels or extracts from these, picture books, poetry, songs and whole non-fiction texts or extracts from these. Class novels can be selected from the choice of texts available. The specified linked texts are options linked to the specific genres and can be adapted and added to suit the needs of the class or to link to other curriculum areas. There are also additional whole text options for our 'We Love to Read' time which are read to the children. The six core texts that link to our school values must be read over the course of the year. The options of fiction, non-fiction and poetry books can be selected from and added to by the teacher, including re-reading books from previous year groups that the children have enjoyed. Teachers may also select from these texts during our Friday Class Book Vote.

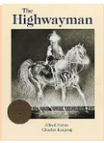
Year 6

Autumn 1

Class Novel

Linked Text





Genre:	Persuasive Speech	Suspense Narrative	Character Description	National Broadsheet Newspaper	Online News Article	Explanation Texts	Narrative Poetry	Log Book and Series of Diary Entries

Fluency

Read with fluency and accuracy, paying close attention to all taught punctuation.
Read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings (morphology and etymology).
Decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
Read aloud with prosody, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Text Teaching Focus

Fiction (including Class Novel)	Non Fiction	Poetry

• Investigate how characters are presented, referring to the text:
  ○ through dialogue, action and description;
  ○ how the reader responds to them (as victims, heroes, etc.);
  ○ through examining their relationships with other characters
• Evaluate the effectiveness of dialogue and its purpose.
  ○ Identify techniques and explain how writers create specific atmospheres.
	• Comment critically on the language, style, success of examples of non-fiction.
	• Review a range of non-fiction text types and characteristics, discussing when a writer might choose to write in a given style and form.
	• Identify intended audiences and purposes for writing and how a writer meets the intentions.
	• Describe layout and presentational devices.
	• Recognise how arguments are constructed to be effective, through:
	  ○ the expression, sequence and linking of points;
	  ○ the provision of persuasive examples, illustrations and evidence;
	  ○ pre-empting or answering potential objections;
	  ○ appealing to the known views and feelings of the audience.
		• Read a range of narrative poems.
		• Identify how language, structure and presentation contribute to meaning of poems.
		• Interpret poems, explaining how the poet creates shades of meaning
		• Justify own views and explain underlying themes.

Comprehension

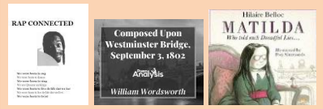
VOCABULARY	IDENTIFY & RETRIEVE	SEQUENCE & SUMMARISE	INFER	PREDICT	CONTENT & STRUCTURE	ENHANCED MEANING	COMPARISON
Draw on knowledge of vocabulary to understand texts	**Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information**	**Identify and explain the sequence of events in texts**	**Make inferences from the text**	**Predict what might happen on the basis of what has been read so far**	**Understand the features and structures of texts**	**Understand impact of word choice and language tools**	**Draw comparisons across a text and between texts**
• Attempt to explore the meanings of new ambitious vocabulary read in context by using knowledge of etymology (origin), morphology (the root word) or the context of the word (sentence, paragraph, text themes). *This is progressive via the texts chosen and vocabulary choices afforded.* • Recognise writer intention by the words the author uses (sarcasm, mockery, irony), considering the impact on the reader.	• Decide on the quality and usefulness of a text when researching and justify decisions to others. • Retrieve, record, synthesise and skilfully present relevant information from a range of fiction and non-fiction texts, including leaflets, programmes, IT texts and reviews.	• Identify a time sequence in a complex texts with time shifts (e.g. flashbacks, fast forward etc.) • Summarise information across a range of texts.	• Make inferences about authorial intent, themes, characters and aspects of plot, using appropriate evidence from the text. *What impressions do you get from the character at this point? Give two pieces of evidence to support you answer.* *How is the theme of weather used to convey emotions across the text?*	• Use evidence from different parts of the text to justify both initial and revised predictions e.g. *Do you think Martine will change her behaviour on future giraffe rides? Explain your choice fully, using evidence from the text*	• Explain how structural choices support the writer's theme or purpose (e.g. in fiction, decisions about plot structure, character development, or flashbacks/forwards. In non-fiction, looking at how a writer organises information so that the reader can compare and contrast ideas (e.g. first and last paragraph linkage) • Identify and discuss the effectiveness of cohesive device used across a text (e.g. a word or grammatical structure that signals a link between ideas within and across clauses, sentences and paragraphs).	• Discuss and evaluate how authors use language (including figurative language), considering the impact on the reader.	• Using the text as evidence, give similarities and differences between given aspects – and represent the information in different ways (tables, Venn diagram, lists etc.)

Year 6

Autumn 2

Class Novel

Linked Text



Genre:	Sci-Fi Narrative	Mixed Genre Narratives	Children's Encyclopaedia and Magazine Article	Interviews	Variety of Poetry Types	Blog	Epistolary Novel

Fluency

Read with fluency and accuracy, paying close attention to all taught punctuation.
Read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings (morphology and etymology).
Decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
Read aloud with prosody, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Text Teaching Focus

Fiction (including Class Novel)	Non Fiction	Poetry

• Distinguish between the author and the narrator, investigating narrative viewpoint. Take account of viewpoint in a novel through, e.g.:
  ○ identifying the narrator;
  ○ explaining how this influences the reader's view of events;
  ○ explaining how events might look from a different point of view.
• Evaluate how effectively the writer has met the purpose of the writing.
  ○ Justify views about texts, offering coherent evidence to support it.
	• Explore how writers control impersonal writing, particularly the sustained use of the present tense and the passive voice.
	• Summarise the main ideas drawn from more than one paragraph, identifying some key details that support them.
	• Note how writers demonstrate an assured and conscious control over levels of formality.
		• Understand terms which describe different kinds of poems, e.g. narrative, sonnet, rap, and identify typical features.
		• Comment on poems' structures and how these influence meaning.
		• Analyse how messages, moods, feelings and attitudes are conveyed in poetry.

Comprehension

VOCABULARY	IDENTIFY & RETRIEVE	SEQUENCE & SUMMARISE	INFER	PREDICT	CONTENT & STRUCTURE	ENHANCED MEANING	COMPARISON
Draw on knowledge of vocabulary to understand texts	**Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information**	**Identify and explain the sequence of events in texts**	**Make inferences from the text**	**Predict what might happen on the basis of what has been read so far**	**Understand the features and structures of texts**	**Understand impact of word choice and language tools**	**Draw comparisons across a text and between texts**
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Year 6

Spring 1

Class Novel

Linked Text

All of Us Knocking on the Stable Door by David Harmer
Goldilocks on CCTV by John Agard
The Language of Cat by Rachel Rooney
Gran, Can You Rap? by Jack Ousbey

Genre:					
News Script	**Setting Description**	**Parallel Narrators**	**Performance Poetry**	**Discussion within a Talk Show**	**Discussion within a Magazine Article**

Fluency

Read with fluency and accuracy, paying close attention to all taught punctuation.
Read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings (morphology and etymology).
Decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
Read aloud with prosody, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Text Teaching Focus

Fiction (including Class Novel)	Non Fiction	Poetry

• Be familiar with the work of some
• established authors, articulate what is special about their work, and explain their preferences in terms of authors, styles and themes.
  ○ Describe and evaluate the style of an individual writer.
	• Identify the features of balanced written arguments which, e.g.
	  ○ summarise different sides of an argument;
	  ○ clarify the strengths and weaknesses of different positions;
	  ○ signal personal opinion clearly.
		• Explore how poets use language imaginatively
		Perform poems, varying pitch, pace volume, rhythm and expression in relation to the poem's meaning and form.

Comprehension

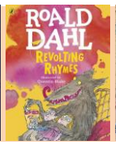
VOCABULARY	IDENTIFY & RETRIEVE	SEQUENCE & SUMMARISE	INFER	PREDICT	CONTENT & STRUCTURE	ENHANCED MEANING	COMPARISON
Draw on knowledge of vocabulary to understand texts	**Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information**	**Identify and explain the sequence of events in texts**	**Make inferences from the text**	**Predict what might happen on the basis of what has been read so far**	**Understand the features and structures of texts**	**Understand impact of word choice and language tools**	**Draw comparisons across a text and between texts**
• Attempt to explore the meanings of new ambitious vocabulary read in context by using knowledge of etymology (origin), morphology (the root word) or the context of the word (sentence, paragraph, text themes). *This is progressive via the texts chosen and vocabulary choices afforded.* • Recognise writer intention by the words the author uses (sarcasm, mockery, irony), considering the impact on the reader.	• Decide on the quality and usefulness of a text when researching and justify decisions to others. • Retrieve, record, synthesise and skilfully present relevant information from a range of fiction and non-fiction texts, including leaflets, programmes, IT texts and reviews.	• Identify a time sequence in a complex texts with time shifts (e.g. flashbacks, fast forward etc.) • Summarise information across a range of texts.	• Make inferences about authorial intent, themes, characters and aspects of plot, using appropriate evidence from the text. *What impressions do you get from the character at this point? Give two pieces of evidence to support you answer.* *How is the theme of weather used to convey emotions across the text?*	• Use evidence from different parts of the text to justify both initial and revised predictions e.g. *Do you think Martine will change her behaviour on future giraffe rides? Explain your choice fully, using evidence from the text*	• Explain how structural choices support the writer's theme or purpose (e.g. in fiction, decisions about plot structure, character development, or flashbacks/forwards. In non-fiction, looking at how a writer organises information so that the reader can compare and contrast ideas (e.g. first and last paragraph linkage) • Identify and discuss the effectiveness of cohesive device used across a text (e.g. a word or grammatical structure that signals a link between ideas within and across clauses, sentences and paragraphs).	• Discuss and evaluate how authors use language (including figurative language), considering the impact on the reader.	• Using the text as evidence, give similarities and differences between given aspects – and represent the information in different ways (tables, Venn diagram, lists etc.)

Year 6

Spring 2

Class Novel

Linked Text



Obituaries of:
Coco Chanel
Winston Churchill
Walt Disney

LIFE
Dear Carol
ASKDRM real real real

Genre:	Alternative Traditional Tales	Obituary	Biography	Flashback Narrative	Agony Aunt Letters

Fluency

Read with fluency and accuracy, paying close attention to all taught punctuation.
Read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings (morphology and etymology).
Decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
Read aloud with prosody, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Text Teaching Focus

Fiction (including Class Novel)	Non Fiction
• Use implied and multi-layered meaning to predict what might happen. ○ Identify and discuss the tone (register) in what is read with reference to the text to justify opinions.	• Identify distinctive language, structural and presentational features in non-fiction advice texts, demonstrating an understanding of how these help the reader draw meaning from text.

Comprehension

VOCABULARY	IDENTIFY & RETRIEVE	SEQUENCE & SUMMARISE	INFER	PREDICT	CONTENT & STRUCTURE	ENHANCED MEANING	COMPARISON
Draw on knowledge of vocabulary to understand texts	**Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information**	**Identify and explain the sequence of events in texts**	**Make inferences from the text**	**Predict what might happen on the basis of what has been read so far**	**Understand the features and structures of texts**	**Understand impact of word choice and language tools**	**Draw comparisons across a text and between texts**
• Attempt to explore the meanings of new ambitious vocabulary read in context by using knowledge of etymology (origin), morphology (the root word) or the context of the word (sentence, paragraph, text themes). *This is progressive via the texts chosen and vocabulary choices afforded.* • Recognise writer intention by the words the author uses (sarcasm, mockery, irony), considering the impact on the reader.	• Decide on the quality and usefulness of a text when researching and justify decisions to others. • Retrieve, record, synthesise and skilfully present relevant information from a range of fiction and non-fiction texts, including leaflets, programmes, IT texts and reviews.	• Identify a time sequence in a complex texts with time shifts (e.g. flashbacks, fast forward etc.) • Summarise information across a range of texts.	• Make inferences about authorial intent, themes, characters and aspects of plot, using appropriate evidence from the text. *What impressions do you get from the character at this point? Give two pieces of evidence to support you answer.* *How is the theme of weather used to convey emotions across the text?*	• Use evidence from different parts of the text to justify both initial and revised predictions e.g. *Do you think Martine will change her behaviour on future giraffe rides? Explain your choice fully, using evidence from the text*	• Explain how structural choices support the writer's theme or purpose (e.g. in fiction, decisions about plot structure, character development, or flashbacks/forwards. In non-fiction, looking at how a writer organises information so that the reader can compare and contrast ideas (e.g. first and last paragraph linkage) • Identify and discuss the effectiveness of cohesive device used across a text (e.g. a word or grammatical structure that signals a link between ideas within and across clauses, sentences and paragraphs).	• Discuss and evaluate how authors use language (including figurative language), considering the impact on the reader.	• Using the text as evidence, give similarities and differences between given aspects – and represent the information in different ways (tables, Venn diagram, lists etc.)

Year 6

Summer 1

Class Novel

Linked Text

Genre:						
	SATs preparation	**SATs preparation**	**SATs preparation**	**Advice Guides**	**Poetry with Word Play and Figurative Language**	**Persuasive Leaflet**

Fluency

Read with fluency and accuracy, paying close attention to all taught punctuation.
Read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings (morphology and etymology).
Decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
Read aloud with prosody, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Text Teaching Focus

Fiction (including Class Novel)	Non Fiction	Poetry

• Compare and evaluate a play in print and the film/TV version, e.g. treatment of the plot and characters, the differences in the two forms, e.g. in seeing the setting, in losing the narrator.
• Summarise main ideas, identifying key details and using quotations for illustration.
• Identify and discuss how the writer has used word, structural, audible and visual techniques to create an intentional effect on the reader
	• Collect and investigate use of persuasive devices: e.g. words and phrases: e.g. 'surely', 'it wouldn't be very difficult…', persuasive definitions, e.g. 'no-one but a complete idiot…'; rhetorical questions 'are we expected to…?'; pandering, condescension.
	• Identify distinctive language, structural and presentational features in non-fiction advice texts, demonstrating an understanding of how these help the reader draw meaning from text.
		• Recognise how poets manipulate words:
		  ○ for their quality of sound, e.g. rhythm, rhyme, assonance;
		  ○ for their connotations;
		  ○ for multiple layers of meaning, e.g. through figurative language ambiguity.
		• Explain the impact of figurative and expressive language, including metaphor.
		• Be familiar with the work of some established authors, articulate what is special about their work, and explain their preferences in terms of authors, styles and themes

Comprehension

VOCABULARY	IDENTIFY & RETRIEVE	SEQUENCE & SUMMARISE	INFER	PREDICT	CONTENT & STRUCTURE	ENHANCED MEANING	COMPARISON
Draw on knowledge of vocabulary to understand texts	**Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information**	**Identify and explain the sequence of events in texts**	**Make inferences from the text**	**Predict what might happen on the basis of what has been read so far**	**Understand the features and structures of texts**	**Understand impact of word choice and language tools**	**Draw comparisons across a text and between texts**
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Year 6

Summer 2

Class Novel

Linked Text

Genre:	Travel Blog	Science Journal	Application Forms (Official Language)	Classic Fiction	Humorous Verse	Graphic Novel

Fluency

Read with fluency and accuracy, paying close attention to all taught punctuation.
Read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings (morphology and etymology).
Decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
Read aloud with prosody, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Text Teaching Focus

Fiction (including Class Novel)	Non Fiction	Poetry
• Use active reading strategies to summarise, annotate a text, identify key information and note-take.	• Identify distinctive language, structural and presentational features in non-fiction texts, demonstrating an understanding of how these help the reader draw meaning from text. • Read and understand examples of official language and its characteristic features, e.g. through discussing consumer information, legal documents, layouts, use of footnotes, instructions, parentheses, headings, appendices and asterisks. • Independently research a topic that interests them, choosing what information they need, how best to record and present the information.	• Investigate humorous verse: o how poets play with meanings; o nonsense words and how meaning can be made of them; o where the appeal lies. • Describe and evaluate the style of an individual writer. • Use actions, sound effects, musical patterns, images and dramatic interpretation when performing poems, presenting through recording.

Comprehension

VOCABULARY	IDENTIFY & RETRIEVE	SEQUENCE & SUMMARISE	INFER	PREDICT	CONTENT & STRUCTURE	ENHANCED MEANING	COMPARISON
Draw on knowledge of vocabulary to understand texts	**Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information**	**Identify and explain the sequence of events in texts**	**Make inferences from the text**	**Predict what might happen on the basis of what has been read so far**	**Understand the features and structures of texts**	**Understand impact of word choice and language tools**	**Draw comparisons across a text and between texts**
• Attempt to explore the meanings of new ambitious vocabulary read in context by using knowledge of etymology (origin), morphology (the root word) or the context of the word (sentence, paragraph, text themes). *This is progressive via the texts chosen and vocabulary choices afforded.* • Recognise writer intention by the words the author uses (sarcasm, mockery, irony), considering the impact on the reader.	• Decide on the quality and usefulness of a text when researching and justify decisions to others. • Retrieve, record, synthesise and skilfully present relevant information from a range of fiction and non-fiction texts, including leaflets, programmes, IT texts and reviews.	• Identify a time sequence in a complex texts with time shifts (e.g. flashbacks, fast forward etc.) • Summarise information across a range of texts.	• Make inferences about authorial intent, themes, characters and aspects of plot, using appropriate evidence from the text. *What impressions do you get from the character at this point? Give two pieces of evidence to support you answer.* *How is the theme of weather used to convey emotions across the text?*	• Use evidence from different parts of the text to justify both initial and revised predictions e.g. *Do you think Martine will change her behaviour on future giraffe rides? Explain your choice fully, using evidence from the text*	• Explain how structural choices support the writer's theme or purpose (e.g. in fiction, decisions about plot structure, character development, or flashbacks/forwards. In non-fiction, looking at how a writer organises information so that the reader can compare and contrast ideas (e.g. first and last paragraph linkage) • Identify and discuss the effectiveness of cohesive device used across a text (e.g. a word or grammatical structure that signals a link between ideas within and across clauses, sentences and paragraphs).	• Discuss and evaluate how authors use language (including figurative language), considering the impact on the reader.	• Using the text as evidence, give similarities and differences between given aspects – and represent the information in different ways (tables, Venn diagram, lists etc.)

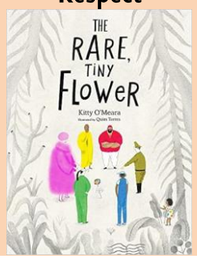
Year 6

We Love To Read Time
Class Book Choices

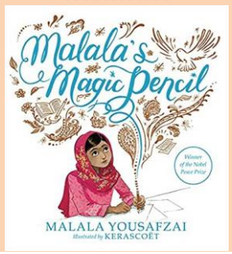
Values Texts

Kindness

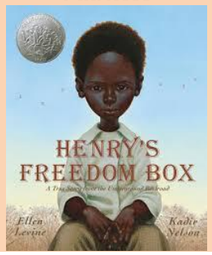
Respect



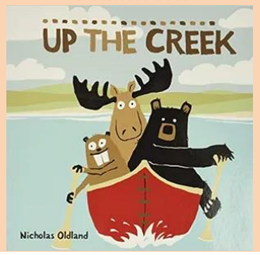
Resilience



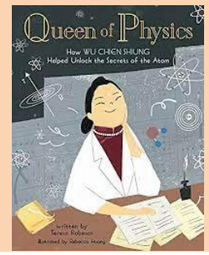
Fairness



Teamwork



Ambition



Fiction

Non-Fiction

Poetry Spine

Autumn 1

The Tyger
by William Blake

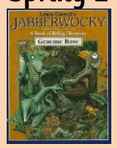
Autumn 2

In Flanders Fields
by John McCrae

Spring 1

Dulce et Decorum Est
by Wilfred Owen

Spring 2



Jabberwocky
by Lewis Carroll

Summer 1

The Listeners
by Walter de la Mare

Summer 2

Sonnet 18
by William Shakespeare

Other Poetry