



Comprehension		Reading Skills	
<p><b>Building on Previous Year and throughout Year 6 focus on:</b></p> <ul style="list-style-type: none"><li>•Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>•Increase their familiarity with a wide range of books, including modern fiction, fiction from our literary heritage and traditional tales *</li><li>•Read books that are structured in different ways and read for a range of purposes</li><li>•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</li><li>•Retrieve, record and present information from fiction and non-fiction</li><li>•Identify and discuss themes and conventions in and across a wide range of writing</li><li>•Identify how language, structure and presentation contribute to meaning</li><li>•Learn a wider range of poetry by heart</li><li>•Prepare 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**</li><li>•Predict what might happen from details stated and implied</li><li>•Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li><li>•Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>•Ask questions to improve their understanding</li><li>•Summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas</li><li>•Make comparisons within and across books e.g. plot, genre and theme</li><li>•Provide reasoned justifications for their views</li><li>•Discuss and evaluate how authors use language, including figurative language considering the impact on the reader</li><li>•Distinguishing between statements of fact and opinion</li><li>•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***</li></ul> <p>*Three-week units contain either, modern fiction, fiction from our literary heritage or traditional tales</p> <p>** Three-week units contain either poems or play scripts</p> <p>*** Across the year children will have opportunities to complete presentations and debates</p>		<p><b>Building on Previous Year and throughout Year 6 focus on:</b></p> <ul style="list-style-type: none"><li>•Make meaning from words and sentences, including knowledge of phonics, word roots, word families,</li><li>•Make meaning from text organisation</li><li>•Make meaning by drawing on prior knowledge</li><li>•Read increasingly complex texts independently for sustained periods</li><li>•Find the main idea of a paragraph and text</li><li>•Identify how punctuation relates to sentence structure and how meaning is constructed in multi-clause and complex sentences</li><li>•Read closely, annotating for specific purposes</li><li>•Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases</li><li>•Connecting prior knowledge and textual information to make inferences and predictions</li><li>•Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity</li><li>•Summarising a text</li><li>•Secure responses and understanding through re-reading and cross-check information</li><li>•Confidently use a range of strategies for finding and locating information e.g. skimming scanning for detail</li><li>•Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning</li></ul>	
Word Reading*		Content Domains*	
<p><b>Building on Previous Year and throughout Year 6 focus on:</b></p> <ul style="list-style-type: none"><li>•Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words</li><li>•Recognise and read most Year 5&amp;6 Word List words with automaticity</li></ul> <p><i>*Practitioners must incorporate these in all reading instruction lessons</i></p>		<p>2a give / explain the meaning of words in context</p> <p>2b retrieve and record information / identify key details from fiction and non-fiction</p> <p>2c summarise main ideas from more than one paragraph</p> <p>2d make inferences from the text / explain and justify inferences with evidence from the text</p> <p>2e predict what might happen from details stated and implied</p> <p>2f identify / explain how information / narrative content is related and contributes to meaning as a whole</p> <p>2g identify / explain how meaning is enhanced through choice of words and phrases</p> <p>2h make comparisons within the text</p> <p><i>*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.</i></p>	
Reading Terminology for Pupils Across the Year			
<p><b>Building on Previous Year and throughout Year 6 focus on:</b></p> <p>figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare</p>			