



YEAR 6

READING CURRICULUM



YEAR 5/6 KNOW IT!

PREFIXES

bi	two
aqua	water
tele	far off
aero	involving air
micro	small
photo	using light
tri	three
pre	before
post	after
de	opposite of
co	joint
pro	ahead
Y3/4	Please refer to Y3/4 'Know It' for prior learning.

ROOTS/ROOT WORDS

dict	to say
convene	come or bring together
response	a reaction to something
determine	make a strong decision
commend	to praise
sign	to mark
exist	to live
vary	to change

New Learning

Prior Learning

SUFFIXES

ology	study of
er	belonging
able/ible	able to
ship	character/skill
ance/ancy	the action of
ence/ency	the quality of
ify	to make
ate	the process of
ive	the nature of
cian	the skill of
ist	one who does
Y3/4	Please refer to Y3/4 'Know It' for prior learning.

available

existence

aggressive

photograph

microscope

avail-of use

able-able to

available-able to be of

exist-to live

ence-the quality of

existence-the quality of

aggress-to attack

ive-nature of

aggressive-an attacking

photo-using light

graph-to write

photograph-to write with

micro-small

scope-range

microscope-an instrument

DECODING & WORD RECOGNITION

Children should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and understand the meaning of new words that they meet;
- be fluent at word reading, in order to further develop their comprehension skills and knowledge of vocabulary.

GRAMMAR, STRUCTURE & LAYOUT

Children should be taught to deepen their understanding of texts they read independently through:

- identifying how language, structure and presentation contribute to meaning;
- reading books that are structured in different ways.

GRAMMATICAL FEATURES

- Identify, through reading, how grammar can be adapted to match context, audience and purpose and begin to discuss the effect this has on the text as a whole and on the reader.

For example, varying verb tense:

- * use of progressive tense to build tension in a suspense story;
- * use of perfect tense to achieve a more formal tone;
- * use of present tense in non-narrative to ensure the text remains relevant.

or verb choices:

- * use of modals to suggest possibility or probability;
- * use of imperatives for emphasis.

or sentence structures:

- * Shorter fragments of sentences for emphasis;
- * Use of rhetorical questions to engage reader;
- * Repetitive use of same sentence structure for emphasis;
- * use of passive voice to shift emphasis/achieve formality.

COMPREHENSION

Children should be taught to deepen their understanding of texts they read independently through:

- making accurate and appropriate comparisons within and across books for example, being shown how to compare characters, settings, themes and other aspects of what they have read;
- checking that the text makes sense to them and discussing their understanding;
- asking questions to improve their understanding of the text;
- identifying themes and conventions in a wide range of writing.

Children should be taught how to frame their written responses to a range of comprehension question including finding evidence from different points in the text to include in their answer. The use of PEE (Point; Explain; Evidence) is one example of this.

RETRIEVAL

- Secure skimming and scanning skills to look through longer pieces of text and locate key words/dates/facts/information/sections.
- Sequence increasing amounts of text e.g. across several pages or a chapter.
- Distinguish between statements of fact and opinion.
- Answer questions related to cause and effect.

SUMMARISING

- Summarising the main events or significant ideas from more than one paragraph both orally and in note-form.

INFERENCE

- Make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text.
- Make more detailed prediction about what might happen from details stated and implied.

VOCABULARY

Children should be taught to deepen their understanding of texts they read independently through:

- identifying, discussing and evaluating the effect of language, including figurative, e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; use of personification;
- expanding their vocabulary through applying growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that they meet;
- identifying different types of language within a text e.g. subject-specific, archaic, vernacular, emotive, persuasive etc. Discussing its use and impact on the text as a whole as well as the reader.

EXPLORE, TEACH, PRACTISE

Children should be taught to expand their vocabulary through:

- exploring links with known words through identifying prefixes, suffixes, synonyms, antonyms and root word meanings;
- exploring the finer meanings of words through looking at words associated with others (not synonyms) to show different connotations depending on context;
- being explicitly taught the meaning and correct pronunciation of new words.

For example,

- * seeing how it is used in context
- * finding clues within the word to define word meaning.
- * finding clues within the context to infer the word meaning
- * discussing examples seen or heard before
- * making connections with word class.
- * using dictionary skills in order to check the meaning.

Pupils should be able to apply their knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, to support their increasing fluency as readers, their ability as writers, and their comprehension.

READING FOR PURPOSE	READING FOR PLEASURE	READING FOR/WITH AN AUDIENCE
<p>Children should use their reading skills to:</p> <ul style="list-style-type: none"> Read for a range of purposes, learning a range of subject-specific vocabulary. Familiarise themselves with a range of different text types including their specific use of grammar, language and structure, in order to apply this within their own writing; Retrieve, record and present information from non-fiction, including note form; Select relevant information in reference books including the use of contents and index to locate information; Research topics of interest to develop their knowledge and/or in preparation for class experiences; further develop knowledge and skills in reading non-fiction about a wide range of subjects. 	<p>Children should develop a love of reading through:</p> <ul style="list-style-type: none"> Frequently reading a wide range of texts both fiction and non-fiction; Increasing familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions; Reading and discussing an increasingly wide range of fiction, poetry, plays, non-fictions and reference books; Listening to whole books by authors they may not choose themselves; Recommending books that they have read to their peers, giving reasons for their choices; Learning a wider range of poetry by heart; Exploring different types of figurative language e.g. similes, metaphors and personification. 	<p>Children should be given opportunity to:</p> <ul style="list-style-type: none"> prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience; 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; discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.

OUR YEAR 6 READING SPINE-HIGH QUALITY LITERATURE

In our school, children should have the following books read to/with them across Year 6 to enable them to explore literary techniques and develop their love of reading.

