

Reading Long Term Plan and Progression Document

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Reception</u>					
<u>Guided Reading will take place using the All Aboard Phonics decodable books from our SSP</u>					
<p>Skills and Strategies:</p> <ul style="list-style-type: none"> • Use a phonics first approach for decoding unfamiliar words and practicing known graphemes • Blend known graphemes together when reading words • Segment known graphemes when decoding words • Identify simple text features such as titles and pictures to indicate what a text is about • Talk about books make meaning from visual features of the text, e.g. illustrations and captions to help discussions about books and characters (when not decoding words) 					
<p>Building on Previous year and throughout Year R Focus on:</p> <ul style="list-style-type: none"> •Recognise that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters) •Self-correction using phonics first strategy •Show an awareness of full stops when reading •Identify simple text features such as titles and pictures to indicate what the text is about •Show an awareness of the difference between stories and information texts •Choose reading materials and explain what the text is about and why they like it •Use prior knowledge to help understanding •Read Accurately •Read captions •Re-read sentence •Read sentences accuracy and fluently •Recognising increased amount of high-frequency words •Self-correction using phonics 					

Development Matters

- Continue a rhyming string Hear and say the initial sound in words
- Segment the sounds in simple words and blend them together and know which letters represent some of them
- Link sounds to letters, naming and sounding the letters of the alphabet
- Begin to read words and simple sentences
- Use vocabulary and forms of speech that are increasingly influenced by their experiences of books
- Read and understand simple sentences
- Use phonic knowledge to decode regular words and read them aloud accurately
- Read some common irregular words
- Demonstrate understanding when talking with others about what they have read
- Read phonically regular words of more than 1 syllable
- Enjoy an increasing range of books
- Knows that information can be retrieved from books and computers
- Read many irregular but high frequency words
- Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary
- Demonstrate understanding when talking with others about what they have read
- Describe the main events in the simple stories they have read

Early Learning Goal

- **Comprehension:** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
 - Anticipate – where appropriate – key events in stories;
 - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
 - **Word reading:** - Say a sound for each letter in the alphabet and at least 10 digraphs;
 - Read words consistent with their phonic knowledge by sound-blending;
 - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Reading Terminology for Pupils:

digraph, trigraph, blend, segment, grapheme, phoneme, cover, title, page

Year 1

Guided Reading will take place using the All Aboard Phonics decodable books from our SSP

Word Reading: Throughout Year 1 Focus on:

- Read words containing taught GPCs
- Read other words of more than one syllable that contain taught GPCs Apply phonic knowledge and skills as the route to decode words with increasing accuracy and fluency
- Read all capital letters and the days of the week
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes and many alternative sounds for graphemes
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Read aloud accurately decodable books that are consistent with their developing phonic knowledge
- Re-read books to build up fluency and confidence
- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

Build on Previous Term & Focus on:

- Read all common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Reinforce –s, –es, –er, –ing, –ed, and –est endings

Comprehension: Throughout Year 1 Focus on:

- Listen to and discuss poems, stories and non-fiction at a level beyond that at which they can read independently
- Link what they read or hear read to their own experiences
- Recognise and join in with predictable phrases with increased confidence
- Recite by heart many poems • Participate in discussion and explain clearly about what is read to them, taking turns and listening to what others say
- Make inferences on the basis of what is being said and done

Build on Previous Term & Focus on:

- Become familiar with several key fairy stories, retelling them and considering their particular characteristics
- Draw on what they already know or on background information and vocabulary provided by the teacher
- Discuss word meanings and link new meanings to those already known
- Predict what might happen on the basis of what has been read so far
- Discuss significant events in stories
- Make inferences on the basis of what is being said and done

Skills and Strategies: Apply the following reading strategies with increasing independence:

- Use a phonics first approach for decoding unfamiliar words and practicing known graphemes
- Blend known graphemes when reading words
- Segment known graphemes when reading words
- Identify simple text features such as titles and pictures to indicate what a text is about
- Talk about books (when not decoding) make meaning from visual features of the text
 - Develop reading accuracy decodable text
 - Self-correction including re-reading words
 - Identify and locate pre-taught vocabulary
 - Re read sentences for fluency

Build on Previous Term & Focus on:

- Show an awareness of full stops when reading
- Identify simple text features such as titles and pictures to indicate what the text is about
- Show an awareness of the difference between stories, information and poetry
- Discuss prior knowledge of context
- Deepen understanding of story through Book Talk of illustrations
- Understand how captions can give information
- Make simple predictions
- Read aloud with attention to capital letters to start sentences, full stops and question marks.

Content Domain:

1a draw on knowledge of vocabulary to understand texts

1d make inferences from the text

Build on Previous Year and Focus on:

- Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
- Predict what might happen on the basis of what has been read so far
- Make inferences from the text
- Identify and explain the sequence of events in texts

Reading Terminology for Pupils Building on Previous Year and throughout Year 1 focus on:
grapheme, phoneme, spit vowel digraph, contraction, blend, predict, title, event

Year 2

Fiction (B) - Genre Focus: Fairy Stories & Poetry – Classics

Vehicle Texts: The Owl and the Pussy Cat, Once Upon a Wild Wood, The Secret of the Tatted Shoes, The Glass Maker’s Daughter

**Non Fiction (C) – Living Things Habitats/ Plants
Cross Curricular links to Science**

Vehicle Texts: The Flower, Grandpa’s Garden, It Starts with a Secret, How to Help a Hedgehog and Protect a Polar Bear

Non Fiction (E) – Events Beyond Living Memory – Fire of London - Cross Curricular links to History

Vehicle Text: The Great Fire of London – why do we remember?, The Great Fire of London, The Great Fire a City in Flames, The Baker’s Boy and the Great Fire of London

Word Reading

Build on Previous Year and Focus on:

- Decoding automatically and build fluency
- Read some common exception words
- Read most words containing common suffixes er- est

Build on Pervious Term and Focus on:

- Re-read books to build fluency and confidence
- Read most common exception words
- Read most words containing common suffixes e.g. ful

Build on Pervious Term and Focus on:

- Read most words containing common suffixes – ness
- Read all common exception words of two or more syllables
- Read sufficiently fluently to allow a focus on understanding
- Read accurately most words of two or more syllables

Comprehension – Building on Previous Year Focus

- Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non fiction at a level beyond that which they can read independently
 - Discuss their favourite words and phrases using some of them in their writing
- Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make meaning clear
 - Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read

- Demonstrate familiarity with and retell a wide range of fairy stories
- Discuss an increasing amount of word meaning in context, linking meaning to those already known
- Sometimes discuss alternative meanings of the same word
- Make some predictions of what might happen on the basis of what has been read so far

- Explain what has happened so far in what they have listened to or read
- Discuss the sequence of events in books and how many items of information are related
- Understand many non fiction books that are structured in different ways

- Discuss their favourite words and phrases using some of them in their writing
- Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read
- Understand many non fiction books that are structured in different ways

Skills and Strategies

- Build on phonics subject skills and knowledge
 - Connect prior knowledge with content
- Locate and discuss words and pre taught vocabulary to find out what the text is about
- Use a range of strategies to make meaning from words and sentences including knowledge of phonics, root words, word families

Build on Previous Year and Focus on:

- Recognise and read many common exception words
- Read sentences with increasing accuracy and fluency
- Self-correction words
- Read aloud with attention to punctuation.

Build on Previous Term and Focus on:

- Recognise and read most common exception words
- Read a range of texts with increasing accuracy and fluency
- Self correction, including re-reading and reding ahead
- Look for specific information in texts using contents and glossaries
- Identify and use text features
- Reread sentences for clarity

Build on Previous Term and Focus on:

- Recognise and read all common exception words
- Read a range of texts with increasing accuracy and fluency
- Self correction, including re-reading and reding ahead
- Talk about book preferences
- Identify how texts are organised

Content Domain

- Draw on knowledge of vocabulary to understand texts
 - Make inferences from the text

Build on Previous Year and Focus on:

- Draw on knowledge of vocabulary to understand texts
- Identify/ explain key aspects of fiction and non fiction texts such as characters, events, titles and information
- Make inferences from the text
- Predict what might happen on the basis of what has been read so far

Build on Previous Term and Focus on:

- Identify/ explain key aspects of fiction and non fiction texts, such as character, event, titles and information
- Make inferences from the text
- Identify and explain the sequences of events in texts

Build on Previous Term and Focus on:

- Identify/ explain key aspects of fiction and non fiction texts, such as character, event, titles and information
- Make inferences from the text

Reading Terminology - Build on Previous Year and focus on:

grapheme, phoneme, syllable, sequence, structure, predict, discuss, question

Year 3

<p>Non Fiction (A) – Forces & Magnets/ Rocks Cross Curricular links to Science Vehicle Texts: The Tin Forest, Forces in Action, The Wild Robot, The Robot and the Bluebird, Rocks and Minerals</p>	<p>Non Fiction (C) – Mountains and Rivers Cross Curricular links to Geography Vehicle Texts: King of the Cloud Forest, Rivers, Where the Mountain Meets the Moon, Rivers and Mountains</p>	<p>Fiction (F) - Genre Focus: Stories & Plays – Poetry & Different Forms Vehicle Texts: Pippi Longstocking, Harry the Poisonous Centipede, Welcome to my crazy life, Stig of the Dump</p>
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Word Reading

- Applying growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1 both to read aloud and to understand the meaning of new words read further exception words, noting the unusual correspondences between spelling and sound, and where there occur in the word

Comprehension – Building on Previous Year Focus

- Listen to and discuss a wide range of fiction, poetry, plays, non fiction books or textbooks
- Participate in discussion about both books that are read to them and those they can read themselves
 - Use dictionaries to check the meaning of many unknown words they have read
- Draw inferences such as inferring character s’ feelings, thoughts and motives from their actions, and justifying many inferences with evidence
 - Increase their familiarity with a wide range of books and retell some of these orally

<p>Build on Previous Year and Focus on:</p> <ul style="list-style-type: none"> • Read a wide range of books that are structured indifferent ways and read for a range of purposes • Identify how language, structure and presentation contribute to meaning • Check that text makes sense to them, discuss most of their understanding and explain the meaning of many words in context, asking questions to improve their understanding of text • Predict what might happen from details stated and implied • Retrieve and record some information from non-fiction 	<p>Build on Previous Term and Focus on:</p> <ul style="list-style-type: none"> • Read a wide range of books that are structured indifferent ways and read for a range of purposes • Identify how language, structure and presentation contribute to meaning • Identify main ideas drawn from more than one paragraph and summaries these • Draw inferences such as inferring characters feelings, thoughts and motives from their actions and justify most inferences with evidence • Retrieve and record some information from non-fiction 	<p>Build on Previous Term and Focus on:</p> <ul style="list-style-type: none"> • Increase their familiarity with a wide range of myths and legends, and retelling some of these orally with an appropriate use of story book language • Discuss some words and phrases that capture the reader’s interest and imagination • Identify themes and conventions in an increasing range of books • Prepare short plays to read aloud and to perform, showing some understanding through intonation, tone, volume and action • Recognise some different forms of poetry
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Skills and Strategies

- Build on phonics subject skills and knowledge
 - Connect prior knowledge
- Locate and discuss words and pre taught vocabulary to find out what the text is about
- Use a range of strategies to make meaning from words and sentences including building on knowledge of phonics, root words, text organisation and prior knowledge of context

- Read a range of texts with increasing accuracy and fluency
- Develop fluent and enthusiasm for reading and read widely and frequently
 - Develop views about what is read with support
- Develop positive attitudes to reading and understanding of what is read

Build on Previous Year and Focus on:

- Recognise and read many Year 3 and 4 word list words
- Read aloud using punctuation to aid expression
- Self-correction including rereading and reading ahead
- Skim to gain and overview of the text
- Identify different purposes of text
- Read short information texts independently with concentration

Build on Previous Term and Focus on:

- Recognise and read many Year 3 and 4 word list words
- Skim to gain and overview of the text
- Identify how texts are organised
- Look for specific information in texts including contents, indexes, glossaries, and dictionaries
- Identify and use text features
- Reread sentences for clarity

Build on Previous Term and Focus on:

- Recognise and read many Year 3 and 4 word list words
- Read aloud with attention to punctuation, including full stops, question, exclamation and inverted commas and intonation

Content Domain

- Give/explain the meaning of words in context
- Retrieve and record information/ identify key details from fiction and non-fiction
- Make inferences from the text/ explain and justify inferences with evidence from the text

Build on Previous Year and Focus on:

- Predict what might happen from details stated and implied.
- Identify/ explain how information/ narrative content is related and contributes to meaning as a whole
- Give/ explain the meaning of words in context
- Retrieve and record information/ identify key details from fiction and non fiction.
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Build on Previous Term and Focus on:

- Summarise main ideas from more than one paragraph
- Identify/ explain how information/ narrative content is related and contributes to meaning as a whole
- Make inferences from the text/ explain and justify inferences with evidence from the text

Build on Previous Term and Focus on:

- Identify/ explain how information/ narrative content is related and contributes to meaning as a whole
- Make comparisons within the text
- Identify/ explain how meaning is enhanced through choice of words and phrases

Reading Terminology - Build on Previous Year and focus on:

root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present

Additional objective covered through the Opening Worlds Science and Harringay Science Curriculum:

- Asking questions to improve their understanding of a text

Year 4		
Non Fiction (A) – Living Things/ Habitats Cross Curricular links to Science Vehicle Texts: Habitats, Why the Whale Came, Wild in the Streets, Wild World, When the Mountains Roared, The World of Whales	Fiction (D) Genre Focus: Myths and Legends – Poetry and Different Forms Vehicle Texts: Beowulf, Tales from Africa, The Poetry Chest, Stories from Around the World	Fiction (F) Genre Focus: Stories & Plays – Poetry & Different Forms Vehicle Texts: The Firework Makers Daughter, Podkin One Ear, The Wind in the Willows, Werewolf Club Rules
Word Reading		
<ul style="list-style-type: none"> Applying growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1 both to read aloud and to understand the meaning of new words read further exception words, noting the unusual correspondences between spelling and sound, and where they occur in the word 		
Comprehension – Building on Previous Year Focus		
<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non fiction books or textbooks Confidently participate in discussion about both books that are read to them and those they read independently <ul style="list-style-type: none"> Begin to use more complex dictionaries to check the meaning of many unknown words they have read Draw inferences such as inferring character s’ feelings, thoughts and motives from their actions, and justifying many inferences with evidence <ul style="list-style-type: none"> Increase their familiarity with a wide range of stories retelling some of these orally with an appropriate use of story-book language 		
Build on Previous Year and Focus on: <ul style="list-style-type: none"> Read a wide range of books that are structured in different ways and read for a range of purposes Identify how language, structure and presentation contribute to meaning Check that text makes sense to them, discuss most of their understanding and explain the meaning of many words in context, asking questions to improve their understanding of text Predict what might happen from details stated and implied Confidently retrieve and record information from non-fiction Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	Build on Previous Term and Focus on: <ul style="list-style-type: none"> Increase their familiarity with a wide range of myths and legends, and retelling some of these orally with an appropriate use of story book language Draw inferences such as inferring characters feelings, thoughts and motives from their actions and justify most inferences with evidence Identify themes and conventions in an increasing range of books Prepare poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action Recognise a range of forms Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	Build on Previous Term and Focus on: <ul style="list-style-type: none"> Increase their familiarity with a wide range of myths and legends, and retelling some of these orally with an appropriate use of story book language Discuss many words and phrases that capture the reader’s interest and imagination Identify themes and conventions in an increasing range of books Prepare play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action Recognise a range of poetic forms Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Skills and Strategies

- Recognise and read all Year 3 and 4 word list words with automaticity
- Read texts, including those with few visual clues, increased independence and concentration
- Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, text organisation and prior knowledge of context
 - With increased independence develop views about what is read
 - Develop positive attitudes to reading and understanding of what is read

Build on Previous Year and Focus on:

- Recognise and read many Year 3 and 4 word list words
- Read aloud using punctuation to aid expression
- Self-correction including rereading and reading ahead
- Skim to gain an overview of the text
- Identify different purposes of text
- Read short information texts independently with concentration
- Identify how texts differ in purpose, structure and layout

Build on Previous Term and Focus on:

- Recognise and read many Year 3 and 4 word list words
- Read aloud with attention to punctuation, including full stops, question, exclamation and inverted commas and intonation
- Reread sentences for clarity

Build on Previous Term and Focus on:

- Recognise and read many Year 3 and 4 word list words
- Read aloud with attention to punctuation, including full stops, question, exclamation and inverted commas and intonation

Content Domain

- Give/explain the meaning of words in context
 - Retrieve and record information/ identify key details from fiction and non-fiction
- Make inferences from the text/ explain and justify inferences with evidence from the text

Build on Previous Year and Focus on:

- Predict what might happen from details stated and implied.
- Identify/ explain how information/ narrative content is related and contributes to meaning as a whole
- Give/ explain the meaning of words in context

Build on Previous Term and Focus on:

- Make inferences from the text/ explain and justify inferences with evidence from the text
- Make comparisons within the text

Build on Previous Term and Focus on:

- Identify/ explain how information/ narrative content is related and contributes to meaning as a whole
- Make comparisons within the text
- Identify/ explain how meaning is enhanced through choice of words and phrases

Reading Terminology - Build on Previous Year and focus on:

root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present

Additional objective covered through the Opening Worlds Science and Harringay Science Curriculum

- Asking questions to improve their understanding of a text

Year 5

Non Fiction (A) – Space

Cross Curricular links to Science

Vehicle Texts: A Poem For Every Night of the Year, Planets, The Infinite Lives of Maisie Day, The War of the Worlds

Fiction (D)

Genre Focus: Myths and Legends – Plays and Poetry

Vehicle Texts: The Highway Man, Outlaw, Between Worlds, The Lady of Shalott, How the Whale Became and Other Stories,

Non Fiction (F)

Genre Focus: North and South America

Cross Curricular links to Science

Vehicle Texts: Amazon, North America, My Name is River, My Side of the Mountain

Word Reading

- 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

Comprehension Building on Previous Year and throughout Year 5 focus on:

- Read and discuss a range of fiction, poetry, plays, non-fiction and reference books
- Recommend books that they have read to their peers, giving simple reasons for their choices
 - Learn a wider range of age appropriate poetry by heart

• With occasional prompting, draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence

Build on Previous Year & Focus on:

- Read books that are structured in different ways and read for a range of purposes
- Make comparisons within and across books e.g. plot, genre and theme
- Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Predict what might happen from details stated and implied
- Identify how language, structure and presentation contribute to meaning
- Retrieve, record and present some information from fiction and nonfiction
- Distinguishing between statements of fact and opinion

Build on Previous Term & Focus on:

- Increase their familiarity with a wide range of books, including myths and legends
- Identify and discuss themes and conventions in and across a wide range of writing
- 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 some views
- With occasional prompting, draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Provide reasoned justifications for their views
- Prepare plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Build on Previous Term & Focus on:

- 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
- Identify and discuss themes and conventions in and across a wide range of writing
- Identify how language, structure and presentation contribute to meaning
- Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author’s language to create mood and build tension and the impact on the reader
- Provide reasoned justifications for their views

Skills and Strategies

- Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context
 - Read extended texts independently for sustained periods

<ul style="list-style-type: none"> •Self-correction, including re-reading and reading ahead •Reading widely and frequently for pleasure and information 		
<p>Build on Previous Year & Focus on:</p> <ul style="list-style-type: none"> •Recognise many Year 5&6 Word List words with automaticity •Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences •Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning •Connecting prior knowledge and textual information to make inferences and predictions •Scan to find specific details using graphic and textual organisers, e.g. sub-headings, diagrams etc •Use information on-screen and on paper 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> •Recognise and read most Year 5&6 Word List words with automaticity •Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences •Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning •Read closely, annotating for specific purposes •Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> •Recognise and read all Year 5&6 Word List words with automaticity •Identify features of texts, e.g. introduction to topic, sequence, illustrations, degree of formality •Use information on-screen and on paper •Read closely, annotating for specific purposes •Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases
<p style="text-align: center;"><u>Content Domain</u></p> <ul style="list-style-type: none"> • give / explain the meaning of words in context • retrieve and record information / identify key details from fiction and non-fiction • make inferences from the text / explain and justify inferences with evidence from the text 		
<p>Build on Previous Year & Focus on:</p> <ul style="list-style-type: none"> • predict what might happen from details stated and implied • make comparisons within the text • identify / explain how information / narrative content is related and contributes to meaning as a whole 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> • make inferences from the text / explain and justify inferences with evidence from the text • make comparisons within the text 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> • identify / explain how information / narrative content is related and contributes to meaning as a whole • make comparisons within the text • identify / explain how meaning is enhanced through choice of words and phrases
<p style="text-align: center;"><u>Reading Terminology for Pupils</u> Building on Previous Year and throughout Year 5 focus on: figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare</p>		
<p>Additional objective covered through the Opening Worlds Science and Harringay Science Curriculum</p> <ul style="list-style-type: none"> • Asking questions to improve their understanding of a text • summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas 		

<u>Year 6</u>		
<p>Non Fiction (A) – War Cross Curricular links to History Vehicle Texts: The Boy in the Striped Pyjamas, Fireweed, World War II, Poems from the Second World War, Anne Frank</p>	<p>Fiction (D) Genre Focus: Literacy Heritage, Plays and Poetry Vehicle Texts: Black Beauty, The Call of the Wild, The Wolves of Willoughby Chase</p>	<p>Fiction (F) Genre Focus: Traditional Tales and Poetry Vehicle Texts: The House with Chicken Legs, Blackberry Blue, Grimms’ Fairy Tales</p>
<p>Word Reading</p> <ul style="list-style-type: none"> 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 		
<p>Comprehension Building on Previous Year and throughout Year 6 focus on:</p> <ul style="list-style-type: none"> read and discuss a range of fiction, poetry, plays, non-fiction and reference books or text books Recommend books that they have read to their peers, giving simple reasons for their choices Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence <ul style="list-style-type: none"> Increase their familiarity with a wide range of books Learn a wider range of poetry by heart 		
<p>Build on Previous Year & Focus on:</p> <ul style="list-style-type: none"> Read books that are structured in different ways and read for a range of purposes Make comparisons within and across books e.g. plot, genre and theme Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Predict what might happen from details stated and implied Retrieve, record and present information from non-fiction Identify how language, structure and presentation contribute to meaning 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> Increase their familiarity with a wide range of books, including fiction from our literary heritage Identify and discuss themes and conventions in and across a wide range of writing Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence Provide reasoned justifications for their views 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 Prepare plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> Increase their familiarity with a wide range of books, including traditional tales Identify and discuss themes and conventions in and across a wide range of writing Discuss and evaluate how authors use language, including figurative language considering the impact on the reader Provide reasoned justification for their views 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 Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
<p>Skills and Strategies:</p> <ul style="list-style-type: none"> Recognise and read all Year 5&6 Word List words with automaticity Make meaning from words and sentences, including knowledge of phonics, word roots, word families, 		

- Make meaning from text organisation •Make meaning by drawing on prior knowledge
- Read increasingly complex texts independently for sustained periods
- Find the main idea of a paragraph and text

<p>Build on Previous Year & Focus on:</p> <ul style="list-style-type: none"> •Recognise all Year 5&6 Word List words with automaticity •Identify how punctuation relates to sentence structure and how meaning is constructed in multi-clause sentences •Read closely, annotating for specific purposes •Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases •Connecting prior knowledge and textual information to make inferences and predictions 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> •Recognise all Year 5&6 Word List words with automaticity •Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity •Secure responses through rereading and cross-check information •Read closely, annotating for specific purposes •Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases 	<p>Consolidate and embed all skills not secured and focus on:</p> <ul style="list-style-type: none"> •Recognise all Year 5&6 Word List words with automaticity •Read closely, annotating for specific purposes •Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences •Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning •Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases
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Contents Domain:

- give / explain the meaning of words in context
- retrieve and record information / identify key details from fiction and non-fiction
- make inferences from the text / explain and justify inferences with evidence from the text

<p>Build on Previous Year & Focus on:</p> <p>predict what might happen from details stated and implied</p> <ul style="list-style-type: none"> • identify / explain how information / narrative content is related and contributes to meaning as a whole • make comparisons within the text • make inferences from the text / explain and justify inferences with evidence from the text 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> • make comparisons within the text • make inferences from the text / explain and justify inferences with evidence from the text 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> • make comparisons within the text • identify / explain how meaning is enhanced through choice of words and phrases
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Reading Terminology for Pupils: Building on Previous Year and throughout Year 6 focus on: figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare

Additional objective covered through the Opening Worlds Science and Harringay Science Curriculum

- Asking questions to improve their understanding of a text
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas