



Trevisker School Reading Curriculum Year 6 SUMMER MTP

Word Reading		Comprehension	
Decoding & Fluency (based on National Curriculum)	Reading for Pleasure / Choosing to Read	Implementation/Key Skills:	Whole class quality texts:
<ul style="list-style-type: none"> To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes. To decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. <p style="color: red; font-style: italic;">At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>	<p>Read a broader range of texts including those from literary heritage and more challenging texts.</p> <p>Recommend books they have read to their peers, giving reasons for their choices.</p> <p>Demonstrate continuing engagement with reading.</p> <p>Engage in whole-class OTTER (Own Time To Enjoy Reading)</p> <p>Read for sustained periods of time.</p> <p>Actively engage in Book Talk with and without adult support.</p> <p>Respond to reading in a written form, beginning to develop a critical</p>	<p>National Curriculum Links:</p> <p>R3: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks S2: reading books that are structured in different ways and reading for a range of purposes R3: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices S3: identifying and discussing themes and conventions in and across a wide range of writing S2: learning a wider range of poetry by heart E3: making comparisons within and across books S2: 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 V1: understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context I1/2: asking questions to improve their understanding I1/2: drawing inferences 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 S1: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas E6: identifying how language, structure and presentation contribute to meaning V5/I3: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader E5: distinguish between statements of fact and opinion E8: retrieve, record and present information from non-fiction S3/4: participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas</p> <hr/> <p>VIPERS IMPLEMENTATION Skills - Vocabulary, Inference, Prediction, Explaining, Retrieval, Summarise</p>	<p>The 1000 Year Old Boy by Ross Welford Roofers- By Katherine Rundell</p> <p>Class- the Ghost Soldier by Theresa Breslin</p> <p>The Mozart Question- Michael Morpurgo</p> <p>Shakespeare study-</p> <p>A midsummers Night Dream</p> <p>Macbeth</p>

	<p>stance.</p> <p>Choose from a range of library books/reading books (unbanded after RWInc reading scheme).</p> <p>Engage in R & R (Read and Relax, cross key stage peer reading).</p>	<p>Year 6 - Vocabulary</p>	<ul style="list-style-type: none"> • evaluate how the authors' use of language impacts upon the reader • find examples of figurative language and how this impacts the reader and contributes to meaning or mood. • discuss how presentation and structure contribute to meaning. • explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph. 	
		<p>Year 6 Inference</p>	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and • justifying inferences with evidence • discuss how characters change and develop through texts by drawing inferences based on indirect clues • make inferences about events, feelings, states backing these up with evidence • infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. Can draw evidence from different places across the text. 	
		<p>Year 6 Prediction</p>	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied • support predictions by using relevant evidence from the text • confirm and modify predictions in light of new information. 	
		<p>Year 6 Explaining</p>	<ul style="list-style-type: none"> • provide increasingly reasoned justification for my views recommend books for peers in detail give reasons for authorial choices begin to challenge points of view • begin to distinguish between fact and opinion identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • explain and discuss their understanding of what they have read, including through formal presentations and debates • distinguish between fact, opinion and bias explaining how they know this. 	

		Year 6 Retrieval	<ul style="list-style-type: none"> skim and scan, and use the skill of reading before and after to retrieve information use evidence from across whole chapters or texts read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts retrieve, record and present information from a wide variety of non-fiction texts ask their own questions and follow a line of enquiry. 	
		Year 6 Summarise	<ul style="list-style-type: none"> summarise information from across a text and link information by analysing and evaluating ideas between sections of the text summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas make comparisons across different books summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs. 	

Weekly Timetable:

Daily reading lesson texts	TEXT as below Decoding Implementation Text discussion				TEXT as below Decoding Implementation Text discussion				
Quality texts in literacy	TEXT: Writing Genre: Decoding Implementation Text discussion	TEXT: Writing Genre: Decoding Implementation Text discussion	TEXT: Writing Genre: Decoding Implementation Text discussion	TEXT: Writing Genre: Decoding Implementation Text discussion	TEXT Writing Genre: Decoding Implementation Text discussion	TEXT Writing Genre: Decoding Implementation Text discussion	TEXT Writing Genre: Decoding Implementation Text discussion	TEXT Writing Genre: Assessment Pieces Decoding Implementation Text discussion	TEXT Decoding Implementation Text discussion Assessment Pieces
Class readers	As above and daily poems from "I am the seed that grew the tree"				As above and daily poems from "I am the seed that grew the tree"				