

Key Learning in Reading: Year Six

Word Recognition	Comprehension
<ul style="list-style-type: none"> • Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. <i>un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment</i> • Use suffixes to understand meanings e.g. <i>-cious, -tious, -tial, -cial</i> • Read and understand meaning of words on Y5/6 word list • Use etymology to help the pronunciation of new words e.g. <i>chef, chalet, machine, brochure – French in origin</i> • Employ dramatic effect to engage listeners whilst reading aloud • Read extensively for pleasure • Skim texts to ascertain the gist • Use a combination of scanning and close reading to locate information <p>As above and:</p> <ul style="list-style-type: none"> • Evaluate texts quickly in order to determine their usefulness or appeal • Understand underlying themes, causes and consequences within whole texts • Understand the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives) • Recognise authors' techniques to influence and manipulate the reader 	<p>Maintain positive attitudes to reading and understanding what they read by:</p> <ul style="list-style-type: none"> • Listening to, reading and discussing an increasingly wide range of fiction, poetry, plays and non-fiction. • Regularly listening to whole novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. • Recognising themes within and across texts e.g. <i>hope, peace, fortune, survival</i> • Making comparisons within and across texts e.g. similar events in different books, such as being an evacuee in <i>Carrie's War</i> and <i>Goodnight Mr Tom</i> • Comparing texts written in different periods • Analysing the conventions of different types of writing e.g. <i>use of dialogue to indicate geographical and/or historical settings for a story</i> • Independently read longer texts with sustained stamina and interest • Recommending books to their peers with detailed reasons for their opinions • Expressing preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures and traditions • Learning a wider range of poems by heart • Preparing poems and playscripts to read aloud and perform using dramatic effects <p>Understand what they read by:</p> <ul style="list-style-type: none"> • Using a reading journal to record on-going reflections and responses to personal reading • Exploring texts in groups and deepening comprehension through discussion • Exploring new vocabulary in context • Demonstrating active reading strategies e.g. <i>challenging peers with questions, justifying opinions, responding to different viewpoints within a group</i> • Inferring characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. <i>Point + Evidence + Explanation</i> • Predicting what might happen from information stated and implied • Re-read and reads ahead to locate clues to support understanding and justifying with evidence from the text • Scanning for key information e.g. looking for descriptive words associated with a setting • Skimming for gist • Using a combination of skimming, scanning and close reading across a text to locate specific detail • Identifying how language, structure and presentation contribute to meaning e.g. <i>persuasive leaflet, balanced argument</i> <p>Discuss and evaluate how authors use language including figurative language, considering the impact on the reader</p>

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- Exploring, recognising and using the terms personification, analogy, style and effect
 - Explaining the effect on the reader of the authors' choice of language and reasons why the author may have selected these
- Distinguish between statements of fact or opinion across a range of texts e.g. *first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook*
- Participate in discussions about books 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
- Preparing formal presentations individually or in groups
 - Using notes to support presentation of information
 - Responding to questions generated by a presentation
 - Participating in debates on issues related to reading (fiction/non-fiction)
- Provide reasoned justifications for their views
- Justifying opinions and elaborating by referring to the text (Point – Evidence – Explanation)