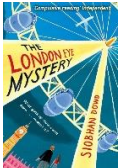
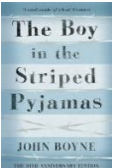
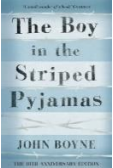
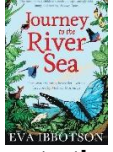
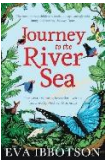
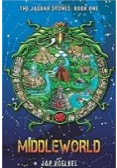



Reading			Year 6		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
 <p>The London Eye Mystery:</p>	 <p>The Boy in the Striped Pyjamas:</p>	 <p>The Boy in the Striped Pyjamas:</p>  <p>Journey to the River Sea:</p>	 <p>Journey to the River Sea:</p>	 <p>Middleworld:</p>	 <p>Middleworld:</p>

English lessons:

Within the Year 6 curriculum, reading and writing are integrated so that children read texts and develop reading strategies which enable them to:

- Develop background knowledge linked to a context
- Extend and immerse the children in subject specific vocabulary
- Provide a purpose and meaning for writing

This is achieved through the teaching of reading objectives across a year, which are differentiated through teaching texts which become progressively more difficult as children move throughout their school journey.

Word reading:

LI: To continue to apply growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words.

Comprehension:

Developing positive attitudes to reading and understanding of what they read by:

LI: To continue to read a wide range of texts and discuss their content, structure and the choice of language.

LI: To read a range of books that are structured in different ways.

LI: To read for a range of purposes.

LI: To increase familiarity with a wide range of books – myths and legends, modern fiction, books from other cultures and traditions.



Individually Strong, Collectively Stronger!



- LI: To recommend books they have read to their peers, giving reasons for their choices.
- LI: To identify and discuss themes and conventions in and across a wide range of writing.
- LI: To make comparisons within and across books they have read.
- LI: To learn a wider range of poetry by heart.
- LI: To prepare poems and plays to read aloud and perform showing understanding of meaning or character through intonation, tone and volume.

Understand what they read, in books they can read independently, by:

- LI: To discuss their understanding of a text to check for sense and meaning.
- LI: To identify and explain author's choice of language.
- LI: To develop an understanding of word meaning within context and begin to recognise why words were chosen for effectiveness.
- LI: To ask questions about a text, including about themes running through the text, to improve their understanding.
- LI: To build a picture of a character across a text through inference of thoughts, feelings and motives.
- LI: To use inferences to map changes and developments in a character and justify with evidence.
- LI: To continuously predict throughout a text using details stated and implied.
- LI: To summarise ideas across a text, identifying key details that support the main text ideas.
- LI: To identify how structure and presentation of a text contributes to meaning.
- LI: To discuss and evaluate how authors use language, including figurative language, to impact the reader.
- LI: To develop their own use of language as a writer considering the impact on the reader.
- LI: To identify and explain the difference between facts and opinions within a text.
- LI: To retrieve, record and present information from a non-fiction text.
- LI: To participate in book discussions building on their own and others' ideas challenging views courteously.
- LI: To explain and discuss what they have read in a range of ways maintaining a focus on the topic and using notes to support depth of discussion where necessary.
- LI: To provide reasoned justifications for their views and consider the views of others.