

English Reading

Year 6 Key Objectives

Word Reading

- Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. *un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment*
- Use suffixes to understand meanings e.g. *-cious, -tious, -tial, -cial*
- Read and understand meaning of words on Y5/6 word list – see bottom
- Use etymology to help the pronunciation of new words e.g. *chef, chalet, machine, brochure – French in origin*
- 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
- 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

Comprehension

Maintain positive attitudes to reading and understanding what they read by:

- 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. *hope, peace, fortune, survival*
- Making comparisons within and across texts e.g. similar events in different books, such as being an evacuee in *Carrie's War* and *Goodnight Mr Tom*
- Comparing texts written in different periods
- Analysing the conventions of different types of writing e.g. *use of dialogue to indicate geographical and/or historical settings for a story*
- 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

Understand what they read by:

- 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. *challenging peers with questions, justifying opinions, responding to different viewpoints within a group*
- Inferring characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. *Point + Evidence + Explanation*

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. *persuasive leaflet, balanced argument*
- Discuss and evaluate how authors use language including figurative language, considering the impact on the reader
- 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*
- 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 an issue related to reading (fiction or nonfiction)
- Provide reasoned justifications for their views
- Justifying opinions and elaborating by referring to the text e.g. *Point + Evidence + Explanation*