

Year 6 Reading

National Curriculum requirements covered continuously through the use of VIPERS questioning within comprehensions and writing lessons with texts for discrete comprehension lessons being taken from Reading Explorers, The Classics, Brilliant Activities for Reading Comprehension and Nelson Comprehension:

- Read a wide range of genres, identifying the characteristics of text types and differences between text types.
- Identify main ideas drawn from more than one paragraph and to summarise these.
- Use knowledge of texts and organisational devices to retrieve, record and discuss information from fiction and non-fiction texts.
- Draw inferences from characters' feelings, thoughts and motives.
- Make predictions based on details stated and implied, justifying them in detail with evidence from the text.
- Evaluate the use of authors' language and explain how it has created an impact on the reader.
- Discuss how characters change and develop through texts by drawing inferences based on indirect clues (class story)
- Analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.
- Read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres.
- Recognise more complex themes in what is read.
- Explain and discuss understanding of what is read.
- Listen to guidance and feedback on the quality of explanations and contributions to discussions
- Compare characters, setting and themes within a text and across more than one text.
- Discuss how characters change and develop through texts by drawing inferences based on indirect clues.
- 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 courteously
- Continually show an awareness of audience when reading out loud using intonation, tone, volume and action.
- Confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
- Draw out key information and summarise the main ideas in a text.
- Discuss vocabulary used by the author to create effect including figurative language.
- Distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.
- Consider different accounts of the same event and to discuss viewpoints.

Classics	The Adventures of Tom Sawyer by Mark Twain Robinson Crusoe by Daniel Defoe The Snow Goose by Paul Gallico	Hound of the Baskervilles by Sir Arthur Conan Doyle Pinocchio by Carlo Collodi Kidnapped by Robert Louis Stephenson	Gulliver's Travels by Jonathon Swift Wind in the Willows by Kenneth Grahame Street Child by Berlie Doherty	Recommend texts to peers based on personal choice.
Poetry	In Flanders Fields by John McCrae For The Fallen by Laurence Binyon The Soldier by Rupert Brooke Dulce et Decorum Est by Wilfred Owen	The Eagle by Alfred Lord Tennyson (Classics) The Loner by Julie Holder (Nelson Year 6)	Daffodils by William Wordsworth (Classics) Silence (Brilliant Activities for Reading Comprehension)	A book review or recommendation to be presented once every half term.
Non-Fiction	My Brother Jack (Reading Explorers) How I learn to spell (Reading Explorers) [different authors treatment of the same theme] Snot Science – museum poster (Reading Explorers)	The Tower of London – 3 texts on the same theme (Nelson Year 6) Record Breakers - fact file (Reading Explorers) On Your Bike – safety leaflet (Reading Explorers)	Roald Dahl – introduction (Reading Explorers) Arachnophobia – reference book (Reading Explorers) The Gunpowder Plot – historical recount (Reading Explorers)	
Plays	The Formua (part 1) (Brilliant Activities for Reading Comprehension) The Formua (part 2) (Brilliant Activities for Reading Comprehension)	A Class Act (Reading Explorers)	Macbeth (Classics)	