



# YEAR 6

# READING CURRICULUM

KNOW IT!

TEACH IT!

APPLY IT!



Sponsored by



# YEAR 5/6 KNOW IT!

## PREFIXES

bi	two
aqua	water
tele	far off
aero	involving air
micro	small
photo	using light
tri	three
pre	before
post	after
de	opposite of
co	joint
pro	ahead
Y3/4	Please refer to Y3/4 'Know It' for prior learning.

## ROOTS/ROOT WORDS

dict	to say
convene	come or bring together
response	a reaction to something
determine	make a strong decision
commend	to praise
sign	to mark
exist	to live
vary	to change

## New Learning

## Prior Learning

## SUFFIXES

ology	study of
er	belonging
able/ible	able to
ship	character/skill
ance/ancy	the action of
ence/ency	the quality of
ify	to make
ate	the process of
ive	the nature of
cian	the skill of
ist	one who does
Y3/4	Please refer to Y3/4 'Know It' for prior learning.

## available

avail-of use  
able-able to  
**available**-able to be of use

## existence

exist-to live  
ence-the quality of  
**existence**-the quality of living

## aggressive

aggress-to attack  
ive-nature of  
**aggressive**-an attacking nature

## photograph

photo-using light  
graph-to write  
**photograph**-to write with light

## microscope

micro-small  
scope-range  
**microscope**-an instrument to view a small range.

DECODING & WORD RECOGNITION	COMPREHENSION	VOCABULARY
<p><b>Children should be taught to:</b></p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and understand the meaning of new words that they meet;</li> <li>• be fluent at word reading, in order to further develop their</li> </ul>	<p><b>Children should be taught to deepen their understanding of texts they read independently through:</b></p> <ul style="list-style-type: none"> <li>• making accurate and appropriate comparisons within and across books for example, being shown how to compare characters, settings, themes and other aspects of what they have read;</li> <li>• <b>checking that the text makes sense to them and discussing their understanding;</b></li> <li>• <b>asking questions to improve their understanding of the text;</b></li> <li>• <b>identifying themes and conventions in a wide range of writing.</b></li> </ul>	<p><b>Children should be taught to deepen their understanding of texts they read independently through:</b></p> <ul style="list-style-type: none"> <li>• identifying, discussing and evaluating the effect of language, including figurative, e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; use of personification;</li> <li>• <b>expanding their vocabulary through applying growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that they meet;</b></li> <li>• <b>identifying different types of language within a text e.g. subject-specific, archaic, vernacular, emotive, persuasive etc. Discussing its use and impact on the text as a whole as well as the reader.</b></li> </ul>
<p><b>GRAMMAR, STRUCTURE &amp; LAYOUT</b></p> <p><b>Children should be taught to deepen their understanding of texts they read independently through:</b></p> <ul style="list-style-type: none"> <li>• <b>identifying how language, structure and presentation contribute to meaning;</b></li> <li>• <b>reading books that are structured in different ways.</b></li> </ul>	<p><b>Children should be taught how to frame their written responses to a range of comprehension question including finding evidence from different points in the text to include in their answer.</b> The use of PEE (Point; Explain; Evidence) is one example of this.</p>	
<p><b>GRAMMATICAL FEATURES</b></p> <ul style="list-style-type: none"> <li>• <b>Identify, through reading, how grammar can be adapted to match context, audience and purpose and begin to discuss the effect this has on the text as a whole and on the reader.</b></li> </ul> <p><b>For example, varying verb tense:</b></p> <ul style="list-style-type: none"> <li>* use of progressive tense to build tension in a suspense story;</li> <li>* use of perfect tense to achieve a more formal tone;</li> <li>* use of present tense in non-narrative to ensure the text remains relevant.</li> </ul> <p><b>or verb choices:</b></p> <ul style="list-style-type: none"> <li>* use of modals to suggest possibility or probability;</li> <li>* use of imperatives for emphasis.</li> </ul> <p><b>or sentence structures:</b></p> <ul style="list-style-type: none"> <li>* Shorter fragments of sentences for emphasis;</li> <li>* Use of rhetorical questions to engage reader;</li> <li>* Repetitive use of same sentence structure for emphasis;</li> <li>* use of passive voice to shift emphasis/achieve formality.</li> </ul>	<p><b>RETRIEVAL</b></p> <ul style="list-style-type: none"> <li>• <b>Secure skimming and scanning skills to look through longer pieces of text and locate key words/dates/facts/information/ sections.</b></li> <li>• <b>Sequence increasing amounts of text e.g. across several pages or a chapter.</b></li> <li>• <b>Distinguish between statements of fact and opinion.</b></li> <li>• <b>Answer questions related to cause and effect.</b></li> </ul> <p><b>SUMMARISING</b></p> <ul style="list-style-type: none"> <li>• <b>Summarising the main events or significant ideas from more than one paragraph both orally and in note-form.</b></li> </ul> <p><b>INFERENCE</b></p> <ul style="list-style-type: none"> <li>• <b>Make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text.</b></li> <li>• <b>Make more detailed prediction about what might happen from details stated and implied.</b></li> </ul>	<p><b>EXPLORE, TEACH, PRACTISE</b></p> <p><b>Children should be taught to expand their vocabulary through:</b></p> <ul style="list-style-type: none"> <li>• <b>exploring links with known words through identifying prefixes, suffixes, synonyms, antonyms and root word meanings;</b></li> <li>• <b>exploring the finer meanings of words through looking at words associated with others (not synonyms) to show different connotations depending on context;</b></li> <li>• <b>being explicitly taught the meaning and correct pronunciation of new words.</b></li> </ul> <p><b>For example,</b></p> <ul style="list-style-type: none"> <li>* seeing how it is used in context</li> <li>* finding clues within the word to define word meaning.</li> <li>* finding clues within the context to infer the word meaning</li> <li>* discussing examples seen or heard before</li> <li>* making connections with word class.</li> <li>* using dictionary skills in order to check the meaning.</li> </ul>

Pupils should be able to apply their knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, to support their increasing fluency as readers, their ability as writers, and their comprehension.

READING FOR PURPOSE	READING FOR PLEASURE	READING FOR/WITH AN AUDIENCE
<p>Children should use their reading skills to:</p> <ul style="list-style-type: none"> <li><b>Read for a range of purposes</b>, learning a range of subject-specific vocabulary.</li> <li><b>Familiarise themselves with a range of different text types</b> including their specific use of grammar, language and structure, in order to apply this within their own writing;</li> <li><b>Retrieve, record and present information from non-fiction</b>, including note form;</li> <li><b>Select relevant information in reference books</b> including the use of contents and index to locate information;</li> <li><b>Research topics of interest to develop their knowledge and/or in preparation for class experiences;</b></li> <li><b>further develop knowledge and skills in reading non-fiction about a wide range of subjects.</b></li> </ul>	<p>Children should develop a love of reading through:</p> <ul style="list-style-type: none"> <li>Frequently reading a wide range of texts both fiction and non-fiction;</li> <li><b>Increasing familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions;</b></li> <li><b>Reading and discussing an increasingly wide range of fiction, poetry, plays, non-fictions and reference books;</b></li> <li><b>Listening to whole books by authors they may not choose themselves;</b></li> <li><b>Recommending books that they have read to their peers, giving reasons for their choices;</b></li> <li><b>Learning a wider range of poetry by heart;</b></li> <li><b>Exploring different types of figurative language e.g. similes, metaphors and personification.</b></li> </ul>	<p>Children should be given opportunity to:</p> <ul style="list-style-type: none"> <li><b>prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience;</b></li> <li><b>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;</b></li> <li><b>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;</b></li> <li><b>discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.</b></li> </ul>

## OUR YEAR 6 READING SPINE-HIGH QUALITY LITERATURE

Children should have the opportunity to share and read a range of high quality texts to extend their vocabulary and share their love of reading. The following texts are suggested for this year group.

