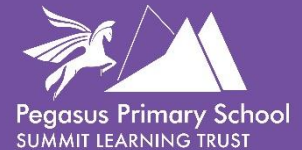


Year 6

NC Fluency Skills:

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet



NC Comprehension Skills:

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

- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Reading books that are structured in different ways and reading for a range of purposes
- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Recommending books that they have read to their peers, giving reasons for their choices
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books
- Learning a wider range of poetry by heart
- Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.



Understand what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - Asking questions to improve their understanding
 - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - Predicting what might happen from details stated and implied
 - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - Identifying how language, structure and presentation contribute to meaning
-
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
 - Distinguish between statements of fact and opinion
 - Retrieve, record and present information from non-fiction

- 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
- 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
- Provide reasoned justifications for their views.

NC Non-Statutory Guidance:

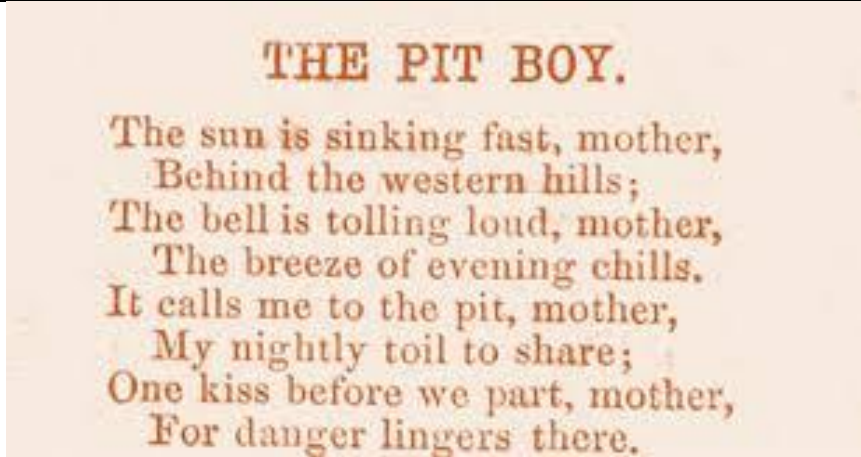
- At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so.
- Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.
- When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.
- Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.
- The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing.
- Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.
- They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.
- Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.
- In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information.
- The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this.
- Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.
- Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.

Term: Autumn 1	Project title: Off With Her Head	Number of weeks: 6
Fiction Texts:	Treason – Berlie Doherty The Executioner's Daughter – Jane Hardstaff Girl of Ink and Stars – Kiran Milwood Hargrave	
Non-fiction Texts:	Non-fiction texts about The Stuarts, Tudors, Henry VII and his wives. Tudors and Stuarts (Usborne History of Britain) – Fiona Patchett Henry VIII – Jane Bingham Elizabeth I – Moira Butterfield Tudors and Stuarts in Britain – Moira Butterfield	
Visual Literacy:	 	
Poetry:	Henry VIII Poetry - https://www.poetryfoundation.org/poets/henry-viii Henry VIII – Green Groweth the Holly Divorced, Beheaded, Died.	

	<p> Dismayed, beheld, died. Dismayed, beheld, survived. This is how they ended their lives, But all were Henry VIII six wives. </p> <p> Old Cath from Spain was number one, She tried so very hard to give Henry a son, When that failed and she started to age, Henry's emotions turned from sadness to rage. He started to plan a possible divorce, But had to ask the Pope permission, of course! The Pope declared "no" to the split. But this didn't stop Henry, not one little bit. He made himself the boss of a new religion, And asked himself for special permission, Divorce from Old Cath, of course was granted, "O'mo wife number two" He excitedly chanted. </p>
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Term: Autumn 2	Project title: Frozen Kingdom	Number of weeks: 8
Fiction Texts:	Northern Lights – Phillip Pullman Shackleton's Journey – William Grill The Way Past Winter – Kiran Milwood Hargrave The Wolf Wilder – Katherine Rundell	
Non-fiction Texts:	Non-fiction texts about extreme weather, The Titanic, the Northern Lights and animals of The Arctic and Antarctic Weather and Climate (Planet Earth) – Jim Pipe Arctic and Antarctic – DK Eyewitness Titanic – DK Eyewitness Polar Regions (Planet Earth) – Steve Parker	
Visual Literacy:	David Attenborough – Frozen Planet https://www.bbc.co.uk/iplayer/episodes/b00mfl7n/frozen-planet The Snowmmman – Raymond Briggs: https://www.youtube.com/watch?v=5A3THighARU Alma - https://www.youtube.com/watch?v=gV7CBMM9tng The Snow Bird - https://www.youtube.com/watch?v=vtXLSWJny_I Excitable Edgar - https://www.youtube.com/watch?v=r9D-uvKih_k Brother Bear Nightwolf: https://www.onceuponapicture.co.uk/portfolio_page/nightwolf/	

		
Poetry	<p>Spellbound – Emily Bronte The Bells – Edgar Allen Poe The Iceberg That Sank the Titanic:</p> <p>THE ICEBERG THAT SANK THE TITANIC</p> <p>WAS: It wasn't my fault I thought I had the screen to myself: others off the ice-raft, was upping the tension of a casual cardfic I wish I could have thought, in the wide North Atlantic? Out of the mist came the Titanic! Yes, emerged my life – as I said to the wife – my big chance to become a celebrity. Sweet love, you knew a movie with some ice in that: See me!</p>	
Term: Spring 1	Project title: Revolution	Number of weeks: 6
Fiction Texts:	<p>Street Child – Berlie Doherty Mill Girl: A Victorian Girl's Diary 1842 – 1843 – Sue Reid A Christmas Carol – Charles Dickens</p>	
Non-fiction Texts:	<p>Non-fiction texts about The Victorians, Queen Victoria or the Industrial Revolution Who Was Queen Victoria? – Jim Gigliotti Vile Victorians – Terry Deary Victorians – DK Eyewitness Invention – DK Eyewitness Victorians – Jane Bingham</p>	
Visual Literacy:	<p>Oliver Twist (Workhouse Scene) - https://www.youtube.com/watch?v=6jOIKFCkapU Queen Victoria - https://www.youtube.com/watch?v=XqPlj2_w_6M</p>	
Poetry:	The Pit Boy	

		
Term: Spring 2	Project title: A Child's War	Number of weeks: 7
Fiction Texts:	Letters from The Lighthouse – Emma Carroll Goodnight Mr Tom – Michelle Magorian War Horse – Michael Morpurgo I am David – Anne Holm	
Non-fiction Texts:	Non-fiction texts about World War II Blitz (My Story) – Vince Cross World War II – DK Eyewitness World War 2 (Explore!) – Jane Bingham	
Visual Literacy:	Attraction: Shadow Performance - https://www.youtube.com/watch?v=a4Fv98jttYA War Horse: https://www.onceuponapicture.co.uk/portfolio_page/war-horse/ Remembrance: https://www.onceuponapicture.co.uk/portfolio_page/remembrance/	

	 	
Poetry:	In Flanders Fields – John McCrae The Soldier – Rupert Brooke	
Term: Summer 1	Project title: Scream Machine	Number of weeks: 6
Fiction Texts:	The Boy Who Swam with Piranhas – David Almond High Rise Mystery – Sharna Jackson Holes – Louis Sachar	
Non-fiction Texts:	Non-fiction texts about Physics How Things Work Encyclopaedia – DK Fairgrounds (Explore!) – Jane Bingham Making Machines With Pulleys – Chris Oxlade Inventions: A History of Inventions that Changed the World – Adam Hart-Davis	
Visual Literacy:	Coin Operated: https://www.youtube.com/watch?v=5L4DQfVlcdg	



Poetry:	N/A	
Term: Summer 2	Project title: Gallery Rebels	Number of weeks: 7
Fiction Texts:	Framed – Frank Cottrell Boyce Wonder- R.J. Palacio	
Non-fiction Texts:	Non-fiction texts about Art, Surrealism and Galleries. 13 Art Movements Children Should Know – Angela Wenzel Claude Monet (Inspiring Artists) – Susie Brooks Imagine That! Activities and Adventures in Surrealism – Joyce Raimondo	
Visual Literacy:	Ships: https://www.onceuponapicture.co.uk/portfolio_page/ships/	

	
Poetry:	<p>The Painting – John Balaban</p> <p>Art Class – James Galvin</p>

Reading domains for *Whole Class Reading* (2 week cycles):

- **Retrieval**

Who/what/where/why qs, constant refering back to the text

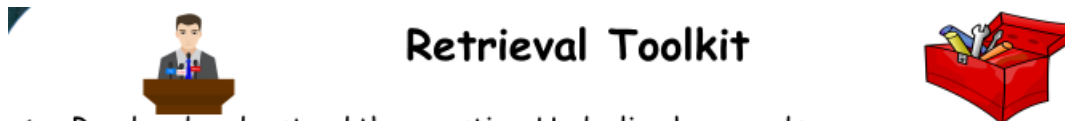
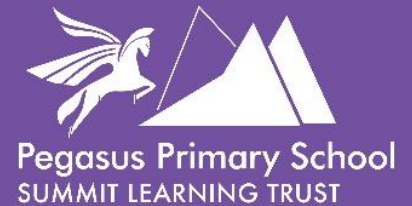
Sequencing

- **Word meaning (vocabulary)**

Reading around the context on a sentence to determine meaning of a word

- **Inference**

Reading between the lines, inferring a character's thoughts/feelings/motives, making predictions



Retrieval Toolkit

1. Read and understand the question. Underline key words.

Who? (person)

What? (event/fact/topic)

When? (event/time/date)

Where? (setting/location)

Why? (reason for something)

How? (cause and effect)

True/False

1. Scan to find the information in the text. Underline it or point to it.
2. Read around the information you found to check the details.
3. Answer the question.
4. Check your answer against the question - have you actually answered it?



Retrieval Toolkit

- Read the question carefully.

What sort of answer does it need?

Who? What? When? Where? Why? How?

- Look back at the text.
- Point to or underline the answer.
- Answer the question.

If you need to write an answer, check how many words you need to write and **copy** the spelling carefully.



Word Meaning Toolkit



What is the word function? (noun, verb, adjective, etc.)

Do you know the root word? Prefixes? Suffixes?

Context - read around the word (including the sentences before and after, and further into the paragraph if needed).

Visualise what is happening in the text/what the text is talking about.

Check your idea by replacing the word with a possible synonym - *does it make sense?*

Don't get stuck on a word: if not answering a specific question about that word, do you need to know the specific meaning of it to get the gist of the whole text?



Word Meaning Toolkit

Not sure what a word means?



- Read the word again.
- Read around the word.

Think about the rest of the sentence.

- Look at the pictures.

Are there any clues?

- Do you know any words that sound similar?



Inference Toolkit



You can infer about...

- a **person/character**: thoughts, motives, feelings, reactions to other characters or events
- a **situation**: cause and effect/impact of

Look for clues: **Scan the text** for evidence - 'show not tells' that prove the inference.

Answer using point (inference) and justify (evidence from the text).

*e.g. The main character feels anxious **because** he has butterflies in his stomach.*

Type One: you are given the inference and have to find the evidence in the text.

Scan for actions, speech or events that 'show not tell' the inference from the question.

Type Two: make your own inference and prove it (justify) using evidence from the text.

Scan for the person/situation from the question - what can you infer? Evidence (show not tell)?



Inference Toolkit



- Read the question carefully.

What is it asking? Feelings? Thoughts? Why?

- Look for clues in the text and pictures.
- What can you infer from the clues?
- Write your point, then say how you know.

I infer ____ because ____

Example Whole Class Reading cycle over a half term:

<u>Week 1</u>	Introduce author through a biography (non-fiction text)- mixed domain questions	Non-fiction text based on the fiction text for the half term. e.g Non-fiction text on the 12 labours of Hercules before reading Here comes Hercules	Read a section of text Teaching focus: retrieval domain	Read a section of text Teaching focus: retrieval domain	Read a section of text DISCUSSION QUESTION
<u>Week 2</u>	Read a section of text Teaching focus: retrieval domain	Read a section of text Teaching focus: retrieval domain	Read a poem Teaching focus: retrieval domain/mixed domain	Read a section of text DISCUSSION QUESTION	Read a section of text Teaching focus: retrieval domain
<u>Week 3</u>	Read a section of text Teaching focus: word meaning domain	Read a section of text Teaching focus: word meaning domain	Read a section of text Teaching focus: word meaning domain	Read a non-fiction text Teaching focus: word meaning domain	Read a section of text Teaching focus: word meaning domain
<u>Week 4</u>	Read a section of text Teaching focus: word meaning domain	Read a section of text DISCUSSION QUESTION	Read a section of text Teaching focus: word meaning domain	Read a section of text Teaching focus: word meaning domain	Read a section of text Teaching focus: word meaning domain
<u>Week 5</u>	Read a section of text Teaching focus: inference	Read a poem Teaching focus: inference/ mixed domain	Read a section of text Teaching focus: inference	Read a section of text Teaching focus: inference	Read a section of text Teaching focus: inference
<u>Week 6</u>	Read a non-fiction text Teaching focus: inference	Read a section of text Teaching focus: inference	Read a section of text Teaching focus: inference	Read a section of text DISCUSSION QUESTION	Read a section of text Teaching focus: inference

Non-fiction- drop these in where they most fit with the section you are currently reading in the fiction text to help children with their **background knowledge**. Think about what knowledge will support the children to best understand the text you're reading! e.g A non-fiction text on St. Pancras International when Harry Potter boards the train to Hogwarts.

Poetry- Introduce poetry that is related to the book you are reading when it is most appropriate in your cycle. Children could perform poem if it lends itself to this and respond to the poem relating to the domain you're focussing on or mixed domain if this fits better. e.g Children reading *The boy at the back of the class* (a text about a Syrian refugee starting school in the UK) could read a poem from *On the Move: Poems about Migration* by Michael Rosen.

Discussion question lessons- (previously referred to as an AIR question) An opportunity to spend more of the lesson reading the text. As a class, pose one inference discussion question for children to discuss together at the end of the lesson. Aim of this is to improve inference (whole-school weakness). You can choose to evidence this in books or on flip-chart paper.

VIPERS Question Stems Year 6:

Vocabulary	<ul style="list-style-type: none"> Look in the paragraph; find and copy one/two word/phrase meaning/that shows that/that tells you that/that suggests that _____? Give the meaning of the word _____ in the sentence _____? What does a particular word/phrase suggest about a person/setting? What word (from choice) most closely matches/is closest meaning to the word _____? What does word/phrase mean?
Inference	<ul style="list-style-type: none"> From the paragraph starting/page how do you know/what evidence is there/how can you tell that/why did a character felt /is a particular adjective? (Give 1 or 2 reasons) What impressions do you get of a setting/a person from a paragraph? What does a particular paragraph/description suggest/infer about a person/setting? Look at the line/paragraph _____ Why did someone do/feel something? Why is somewhere/someone an adjective/noun phrase? What evidence in the text is there that a character felt /is _____ (adjective)? What can you infer about a setting/character from one paragraph? In what ways might a character/a setting appeal to readers? According to the text, how did _____/why _____? How is something made to seem _____? (Explain ... ways, giving evidence from the text) Decide if the following statements are fact or opinion

Prediction	<ul style="list-style-type: none"> Do you think that someone will do/act differently in the future? Justify your reasons with evidence from the text. Do you think _____ will happen? Yes, no or maybe? Explain your answer using evidence from the text
Explanation	<ul style="list-style-type: none"> Draw lines to match each part of the story with the correct quotation from the text e.g. Lesson, Action, Setting, etc. Give one piece of evidence from the text which suggests that _____ Give two impressions that a particular phrase gives? What does a phrase suggest about _____? In what ways are 2 characters/settings the same/different? The mood of a character changes throughout the text. Find words or phrases that show this
Retrieval	<ul style="list-style-type: none"> What 1/2/3 things are you told about a setting/character from one paragraph? What did someone do in order to/as a result of _____? Using information from the text, decide if the following statements are true or false? Why did someone do _____/ Give 2 reasons why _____? What was revealed at the end of the story? Using information from the text, decide if the following statements are true or false? Name two challenges someone faced and explain how they dealt with it?
Summarising	<ul style="list-style-type: none"> Below are some summaries of different paragraphs from this text. Number them 1 – to show the order in which they appear in the text. Which of the following would be the most suitable summary of the whole text/paragraph?

Year 7
<ul style="list-style-type: none"> <u>Pupils should be taught to develop an appreciation and love of reading, and read increasingly challenging material independently through:</u> Reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from: <ul style="list-style-type: none"> English literature, both pre-1914 and contemporary, including prose, poetry and drama Shakespeare (two plays) Seminal world literature Choosing and reading books independently for challenge, interest and enjoyment. Re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.

Understand increasingly challenging texts through:

- Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
- Making inferences and referring to evidence in the text
- Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
- Checking their understanding to make sure that what they have read makes sense.
- Read critically through: Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
- Recognising a range of poetic conventions and understanding how these have been used
- Studying setting, plot, and characterisation, and the effects of these

Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play:

- Making critical comparisons across texts
- Studying a range of authors, including at least two authors in depth each year.