

# Year 6 Reading Programmes of Study

## **Purpose of Study:**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

## **Subject Content:**

By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

<b>Sequential Learning:</b>	Previous end point knowledge the pupils must remember to ensure learning stays in the long term memory. Please review previous learning to check pupils' understanding, identify and correct misunderstandings. This will ensure pupils embed key concepts in their long-term memory and apply them fluently. Revisiting previous learning will allow pupils to transfer key knowledge to long-term memory.
<b>Current Knowledge &amp; Skills</b>	The new knowledge and skills must allow pupils to transfer key knowledge to long-term memory. New knowledge and skills will build on what has been taught before and pupils will work towards the clearly defined end points.
<b>End Point of Unit</b>	Previous SATS assessments are used 3 times a year to check pupils' understanding and to help pupils embed and use knowledge fluently and develop their understanding.

## Year 6 READING

*Over the course of the year, the children will develop the same skills with growing sophistication as applied to a broad range of texts of increasing complexity of vocabulary and themes.* They will increase familiarity with a wide range of books, reading for a range of different purposes - myths, legends, traditional stories from a range of cultures and traditions, modern fiction, fiction from our literary heritage; a range of forms of poetry, plays, a variety of purposes of non-fiction.

### FLUENCY, WORD READING AND VOCABULARY

*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.*

*It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.*

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.

Pupils will need to be exposed to new vocabulary 8-12 times (listening and reading) before they will be able to use it independently.

Skill and Knowledge Content Development How they will show and apply their new knowledge & skills	End Point of Unit Assessment of learning at end point
<p><b><i>I will know how to read fluently at 120 words per minute</i></b></p> <ul style="list-style-type: none"> <li>● Read with 98% accuracy</li> <li>● 120 + words per minute</li> <li>● Apply knowledge of root words, prefixes and suffixes (morphology and etymology) to read aloud and to understand the meaning of new words: <i>un, dis, mis, ation, ly, sure, tion</i></li> <li>● Use new vocabulary appropriately and precisely</li> <li>● Understand nuances in vocabulary choice and age-appropriate, academic vocabulary. <i>(This involves consolidation, practice and discussion of language.)</i></li> </ul> <p><b><i>I will know how to decode age appropriate vocabulary</i></b></p> <ul style="list-style-type: none"> <li>● Further exception words, noting the unusual correspondences between spellings and sounds, and where these occur in the word (Sounds Write)</li> <li>● That I can work out many unfamiliar words using the root</li> <li>● That I should focus on <b>all</b> the letters in a word <i>(so that they do not, for example, read ‘invitation’ for ‘imitation’ simply because they might be more familiar with the first word.)</i></li> <li>● Vocabulary relevant to the topic studied</li> </ul> <p><b>Polysyllabic/Spelling:</b> <b>See Year 6 Writing Programme of Study</b></p>	<ul style="list-style-type: none"> <li>● <i>I will know how to read fluently at 120 words per minute</i></li> <li>● <i>I will know how to decode age appropriate vocabulary</i></li> </ul> <p><b>Text Complexity: Year 6 Fluency</b></p> <ul style="list-style-type: none"> <li>● Term 1 - 6 extracts</li> </ul> <p>It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.</p>

## COMPREHENSION

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.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

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.

Pupils will be taught to read as a reader, identifying the audience and purpose of the text and what the text is trying to do to them as a reader before using the strategies to build up to inference.

**Text selection is critical and this is the key progression in reading throughout KS2. The complexity of the text increases the level of challenge.**

Choose texts carefully to build up complexity throughout the year (complexity of language, complexity of sentence structure, non-linear time sequences and complexity of narrative structure, variety of audience and variety of purpose, language which is old fashioned or dialect). The teaching text should be above their instructional level.

Consider:

- **Opportunities** - does the text provide opportunities to apply the I will know? Are there complimentary extracts to explore this in a different context?
- **Vocabulary** - how suitable is the vocabulary? Is it challenging enough?
- **Sentence structure** - how complex is this? Is there variety? Is it challenging enough?
- **Background knowledge** - what background knowledge will pupils need to understand the text?
- **Text structure** - how complex is this? What organisational features support understanding? What themes and conventions are there? Are there complimentary extracts to explore this in a different context?
- **Enjoyment** - will this text be enjoyable and relevant for the children?

### Skill and Knowledge Content Development

How they will show and apply their new knowledge & skills

### End Point of Unit

Assessment of learning at end point

#### Text purpose:

***I will know how to identify the intended audience and purpose of a text***

- Writers create texts to create a particular effect on the reader - identify the intended audience and purpose through the choices made by the writer
- Bring prior knowledge as reader to help understand the text: presentational devices, language choice, structures
- Identify what the text does to me as a reader

**Comprehension strategies: Complexity through text analysis**

***I will know how to retrieve information from a text***

- ***I will know how to retrieve information from a text***
- ***I will know how to define the meaning of vocabulary in a text***
- ***I will know how to define the impact of vocabulary on the reader***
- ***I will know how to infer meaning from a text***
- ***I will know how to explain and***

- Retrieve from a range of fiction, non fiction and poetry texts and extracts
- Retrieve, record and present information from within and across the text
- Identify the key words
- Use organisational features such as index, subheadings and diagrams to identify the section of the text to find the information
- Skim the text to get the gist to find the section to read more closely
- Scan methodically for key words
- Combine information from a range of sources with increasing precision

***I will know how to define the meaning of vocabulary in a text***

***I will know how to define the impact of vocabulary choices on the reader***

- Meaning of words in context - with precision of definition in that particular context and possible substitutions
- Synonyms and antonyms
- Etymology of words - explicitly breaking down the word part
- Clues from the text - how we can work out an unfamiliar word using the words around it in context
- Categorising words - recognising links between words and gradations (eg same meaning but nuanced - eg snicker and laugh)
- Drawing upon prior knowledge to help explain the meaning of the word and other contexts it may be used in
- Precision of word choice and connotations - meaning is enhanced by the specific words and phrases
- Discuss and evaluate how authors use language to impact on the reader
- Discuss and evaluate choices of figurative language - similes, metaphors, personification
- Providing reasons and justifications for views (PEEL)
- Precise description - or deliberately vague description for purpose

***I will know how to infer meaning from a text***

***I will know how to explain and justify my inferences***

***NB inference is less a skill you can teach (although you need to explicitly model the processes) and more about being aware of whether or not you are understanding what you have read, connect ideas together and to have a wide vocabulary and general knowledge***

- Cohesive devices (eg pronouns) to infer simple information (eg who 'she' is)
- Build background knowledge - read and explore a wide range of the context
- Combine what you have read with what you know (own prior knowledge of the world and also knowledge of texts and how they work) to fill in the gaps
- Inferring characters' feelings, thoughts and motives from their actions and (viewpoint/relationship/mood) from clues in the text
- Identify and explain the writer's viewpoint and how this affects the reader's response eg how a character is portrayed, including use of irony (eg sarcasm, insincerity and mockery)
- Use evidence in the text to back up inferences
- Provide reasons and justifications for views (PEEL)
- Predict what might happen in the text based upon details stated and implied and making links using knowledge of other texts.

***I will know how texts work cohesively as a whole***

*justify my inferences*

- ***I will know*** how texts work cohesively as a whole

**Text Complexity: SATs**

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- Retell the text orally
- Identify the main ideas from a paragraph or section and from more than one paragraph and summarise these (including key themes and ideas behind the text)
- Identify how language, structure and presentation contribute to meaning
- Distinguish between statements of fact and opinion
- Identify and discuss themes in texts (such as loss or heroism) in and across a wide range of writing
- Identify and discuss conventions in texts (such as the use of the first person in writing diaries and autobiographies) in and across a wide range of writing
- Make comparisons between characters, within and across books
- Compare 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
- Use technical and other terms needed for discussing what they hear and read

### READING INTO WRITING

*There are inherent links between reading and writing. Through the reading of authentic texts, pupils explore the choices writers make and the impact of those choices on themselves as a reader. A broad diet of reading supports effective writing. Meaningful opportunities to discuss as a reader support the pupils to make similar choices as a writer, deliberately and with their intended audience and purpose in mind. Pupils need to be exposed to and to have the opportunity to explore a range of texts and extracts to experience how the particular choices made can look differently in different contexts to create a toolkit to draw upon in their own writing. Teachers will link the reading into the writing learning.*

#### Skill and Knowledge Content Development

How they will show and apply their new knowledge & skills

#### End Point of Unit

Assessment of learning at end point

*I will know how writers make deliberate choices to impact the reader:*

#### **Text as a whole**

- Adapted for intended audience and purpose, including a combination of purposes (structure, language and vocabulary, punctuation and grammatical structures)
- Grammar and vocabulary choices can change and enhance meaning
- Unusual/surprising word combinations
- Literary devices -eg *juxtaposition, allusion, hyperbole, figurative language and analogy, allegory, irony, onomatopoeia, rhyme, puns, oxymoron, repetition, assonance and alliteration, anaphora, anadiplosis, flashbacks, foreshadowing, etc*
- Manipulation of grammar and vocabulary for levels of formality

*I will know how writers make deliberate choices to impact the reader:*

#### **Text organisation:**

- Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], ellipsis, chains of reference
- Layout devices, organisational and presentational devices enhance meaning and effectively support the audience and purpose of the text [for example, headings, sub-headings, columns, bullets, or tables]
- Précis longer passages (condense information into a shorter version, keeping main points and order)

*I will know how writers make deliberate choices to impact the reader:*

See Writing Programmes of Study End Points

### **Grammar and punctuation:**

- Modal verbs or adverbs to indicate degrees of possibility
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [*for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech*]
- Expanded noun phrases to convey complicated information concisely
- Use of the passive to affect the presentation of information in a sentence [*for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)*].
- Punctuation to enhance meaning and avoid ambiguity (*eg: semi-colon, colon and dash to mark the boundary between independent clauses;, colon to introduce a list and use of semi-colons within lists ; hyphens or commas to clarify meaning or avoid ambiguity in writing; brackets, dashes or commas to indicate parenthesis (and formality choices with choice)*)
- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [*for example, find out – discover; ask for – request; go in – enter*]

### ***I will know how writers make deliberate choices to impact the reader:***

#### **Narrative:**

- Description of settings and characters to build atmosphere
- Dialogue is integrated in narratives to convey character (*to build characterisation and to show what characters are thinking, feeling, or what is motivating them*)
- Dialogue is integrated in narratives to advance the action (*causing something to happen eg a change of heart or making a decision, or building connections between characters which will move the story forwards*)
- Use of figurative and poetic language: similes, metaphors, personification, onomatopoeia, alliteration, assonance, rhythm, rhyme, repetition/repeated patterns
- Choosing language deliberately for the sound and image

## **READING FOR PLEASURE/BREADTH & DEPTH OF OPPORTUNITY**

*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. Teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing.*

**Pupils should be reading widely and frequently, outside as well as in school, for pleasure and information.**

*Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.*

#### **Reading for pleasure**

- Select books (exercising choice) and give reasons for choice
- Maintain positive attitudes to reading
- Read silently
- Recommend books I have read, giving reasons

- Participate in discussions about books (read to me and ones I have read myself), building on ideas and challenging views courteously
- Explain and discuss understanding of what you have read through formal presentations, discussions and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.
- Participate in discussions about books (read to me and ones I have read myself), with explanations and asking questions, taking turns and listening to what others say
- Discuss words and phrases that capture the reader's interest and imagination
- Use language confidently to participate in drama, formal presentations and debate

#### **Breadth and depth of opportunity:**

- To read texts that are structured in different ways and for a range of purposes:
  - to entertain (*eg narrative descriptions, poetry, characters/settings*)
  - to inform (*eg report, recount, biography, newspaper article, essay*)
  - to persuade (*eg advertising, letter, speech, campaign*)
  - to discuss (*eg balanced argument, newspaper article, review*)
- Read an increasingly wide range of fiction, including fairy stories, myths and legends, traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Read an increasingly wide range of plays, non-fiction and reference books or textbooks

#### **Poetry:**

- A range of poems, understanding that these are written to perform - and do so effectively, using intonation, tone, volume and movement to clarify and enhance meaning, using different voices for narrator and characters and demonstrating awareness of the needs of the audience.
- To read (and discuss) a range of poetry (*range of forms and opportunities ie narrative poems, alliteration and assonance, couplets, poems with unfamiliar language structures, structured grammar, free verse based on themes and issues studied, sonnets*)