Year 6 Autumn

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| **Book Talk – Understanding and Discussing** | | **Word Meanings/Vocabulary** | | **Authorial Intent** |
| * Identify language, structural and presentational features in texts and explain how they contribute to meaning * Summarise the main ideas, drawn from more than one paragraph, identifying key details to support the main ideas * Retrieve, record and present information from non-fiction texts independently and creatively * Discuss texts, expressing and justifying opinions, building ideas and challenging others’ views * Draw inferences such as inferring characters feelings thoughts and motives from their actions and justifying these with evidence * Predict what might happen from details stated and implied * Confidently skim and scan and also use the skill of reading before and after to retrieve information * Use contextual evidence to make sense of the text * Distinguish between fact and fiction accurately and discuss the ambiguity between the two * State own preferences and recommend books to others giving substantiated reasons * Support predictions by using relevant evidence from the text * Understand and apply terms such as metaphor, simile, imagery, style and effect to discuss what they hear and read | | * Determine the meaning of new words by applying morphological and etymological knowledge of root words and prefixes and suffixes (affixes) * Explore the meaning of words in context by reading around the word * Show, discuss and explore an understanding of the meaning of vocabulary in context | | * Identify how language, structure and presentation contribute to meaning * Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader |
| **Fluency** | **Poetry and Performing/Oracy** | | **Range of Reading/Familiarity of Texts** | |
| * Use punctuation to determine intonation and expression when reading aloud * Know how and when to adapt the pace of their reading to enhance the meaning * Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, making the meaning clear by how they present the text * Fluently and effortlessly read a full range of age-appropriate texts | * Perform poems with confidence to a range of audiences * Show an understanding of poems by using appropriate intonation, tone, volume or actions when performing * Demonstrate that they have learned a wide-range of poetry by heart | | * Demonstrate a positive attitude by frequently reading a wide range of texts, both fiction and non-fiction * Demonstrate familiarity with different text types | |

Year 6 Spring

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| **Book Talk – Understanding and Discussing** | | **Word Meanings/Vocabulary** | | **Authorial Intent** |
| * Identify language, structural and presentational features in texts and explain how they contribute to meaning * Use contextual evidence to make sense of the text * Distinguish between fact and fiction accurately and discuss the ambiguity between the two * Summarise the main ideas, drawn from more than one paragraph, identifying key details to support the main ideas * Confidently skim and scan and also use the skill of reading before and after to retrieve information * Retrieve, record and present information from non-fiction texts independently and creatively * State own preferences and recommend books to others giving substantiated reasons * Discuss texts, expressing and justifying opinions, building ideas and challenging others’ views * Draw inferences such as inferring characters feelings thoughts and motives from their actions and justifying these with evidence * Predict what might happen from details stated and implied * Support predictions by using relevant evidence from the text * Understand and apply terms such as metaphor, simile, imagery, style and effect to discuss what they hear and read * Make accurate and appropriate comparisons within and across different texts * Confirm and modify predictions in light of new information as they read on * Discuss how characters change and develop through texts by drawing inferences through direct and in-direct clues * Re-write passages using alternative word choices * Pose hypotheses and ask probing questions to enhance understanding and follow a line of enquiry | | * Determine the meaning of new words by applying morphological and etymological knowledge of root words and prefixes and suffixes (affixes) * Show, discuss and explore an understanding of the meaning of vocabulary in context * Explore the meaning of words in context by reading around the word | | * Identify how language, structure and presentation contribute to meaning * Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader * Understand nuances in vocabulary choice |
| **Fluency** | **Poetry and Performing/Oracy** | | **Range of Reading/Familiarity of Texts** | |
| * Fluently and effortlessly read a full range of age-appropriate texts * Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, making the meaning clear by how they present the text * Use punctuation to determine intonation and expression when reading aloud * Know how and when to adapt the pace of their reading to enhance the meaning * Can read most words effortlessly | * Perform poems and plays with confidence to a range of audiences * Show an understanding of poems by using appropriate intonation, tone, volume or actions when performing * Demonstrate that they have learned a wide-range of poetry by heart * Explain their understanding of what they have read – including through formal presentations and debates | | * Demonstrate a positive attitude by frequently reading a wide range of texts, both fiction and non-fiction * Demonstrate familiarity with different text types * Accurately identify and comment on the features, themes and conventions across a range of texts and understand their use | |

Year 6 Summer

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| **Book Talk – Understanding and Discussing** | | **Word Meanings/Vocabulary** | | **Authorial Intent** |
| * Identify language, structural and presentational features in texts and explain how they contribute to meaning * Use contextual evidence to make sense of the text * Distinguish between fact and fiction accurately and discuss the ambiguity between the two * Summarise the main ideas, drawn from more than one paragraph, identifying key details to support the main ideas * Make accurate and appropriate comparisons within and across different texts * Confidently skim and scan and also use the skill of reading before and after to retrieve information * Retrieve, record and present information from non-fiction texts independently and creatively * State own preferences and recommend books to others giving substantiated reasons * Pose hypotheses and ask probing questions to enhance understanding and follow a line of enquiry * Discuss texts, expressing and justifying opinions, building ideas and challenging others’ views * Re-write passages using alternative word choices * Draw inferences such as inferring characters feelings thoughts and motives from their actions and justifying these with evidence * Discuss how characters change and develop through texts by drawing inferences through direct and in-direct clues * Predict what might happen from details stated and implied * Support predictions by using relevant evidence from the text * Confirm and modify predictions in light of new information as they read on * Understand and apply terms such as metaphor, simile, imagery, style and effect to discuss what they hear and read | | * Determine the meaning of new words by applying morphological and etymological knowledge of root words and prefixes and suffixes (affixes) * Show, discuss and explore an understanding of the meaning of vocabulary in context * Explore the meaning of words in context by reading around the word | | * Identify how language, structure and presentation contribute to meaning * Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader * Understand nuances in vocabulary choice |
| **Fluency** | **Poetry and Performing/Oracy** | | **Range of Reading/Familiarity of Texts** | |
| * Fluently and effortlessly read a full range of age-appropriate texts * Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, making the meaning clear by how they present the text * Use punctuation to determine intonation and expression when reading aloud * Know how and when to adapt the pace of their reading to enhance the meaning * Can read most words effortlessly | * Perform poems and plays with confidence to a range of audiences * Show an understanding of poems and playscripts by using appropriate intonation, tone, volume or actions when performing * Demonstrate that they have learned a wide-range of poetry by heart * Explain their understanding of what they have read – including through formal presentations and debates | | * Demonstrate a positive attitude by frequently reading a wide range of texts, both fiction and non-fiction * Demonstrate familiarity with different text types * Accurately identify and comment on the features, themes and conventions across a range of texts and understand their use | |