

# READING: Implementation and Progression Overview Counts in Year 6

A	B	C	D	E	F
<b>Reading Curriculum &amp; Curriculum</b>					
<b>History:</b> War	<b>Reading Breadth:</b> Modern Fiction & Poetry - Wider Range	<b>Science:</b> Evolution and Inheritance	<b>Reading Breadth:</b> Literary Heritage and Plays & Poetry - Wider Range	<b>Geography:</b> Coasts	<b>Reading Breadth:</b> Traditional Tales and Poetry - Wider Range
<b>Word Reading</b>					
Apply 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					
<b>Comprehension</b>					
<p><b>Building on Previous Year and throughout Year 6 focus on:</b></p> <ul style="list-style-type: none"> <li>•read and discuss a range of fiction, poetry, plays, non-fiction and reference books or text books</li> <li>•Recommend books that they have read to their peers, giving simple reasons for their choices</li> <li>•Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>•Increase their familiarity with a wide range of books</li> <li>•Learn a wider range of poetry by heart</li> </ul>					
<p><b>Build on Previous Year &amp; Focus on:</b></p> <ul style="list-style-type: none"> <li>•Read books that are structured in different ways and read for a range of purposes</li> <li>•Make comparisons within and across books e.g. plot, genre and theme</li> <li>•Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>•Predict what might happen from details stated and implied</li> <li>•Retrieve, record and present information from non-fiction</li> <li>•Identify how language, structure and presentation contribute to meaning</li> </ul>	<p><b>Build on Previous Term &amp; Focus on:</b></p> <ul style="list-style-type: none"> <li>•Increase their familiarity with a wide range of books, including modern fiction</li> <li>•Make comparisons within and across books e.g. plot, genre and theme</li> <li>•Predict what might happen from details stated and implied</li> <li>•Ask questions to improve their understanding</li> <li>•Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>•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</li> </ul>	<p><b>Build on Previous Term &amp; Focus on:</b></p> <ul style="list-style-type: none"> <li>•Make comparisons within and across books e.g. plot, genre and theme</li> <li>•Summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas</li> <li>•Distinguishing between statements of fact and opinion</li> <li>•Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>•Identify how language, structure and presentation contribute to meaning</li> <li>•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</li> </ul>	<p><b>Build on Previous Term &amp; Focus on:</b></p> <ul style="list-style-type: none"> <li>•Increase their familiarity with a wide range of books, including fiction from our literary heritage</li> <li>•Identify and discuss themes and conventions in and across a wide range of writing</li> <li>•Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>•Provide reasoned justifications for their views</li> <li>•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</li> <li>•Prepare plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>	<p><b>Build on Previous Term &amp; Focus on:</b></p> <ul style="list-style-type: none"> <li>•Identify and discuss themes and conventions in and across a wide range of writing</li> <li>•Discuss and evaluate how authors use language, including figurative language considering the impact on the reader</li> <li>•Provide reasoned justification for their views</li> <li>•Identify how language, structure and presentation contribute to meaning</li> <li>•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</li> </ul>	<p><b>Build on Previous Term &amp; Focus on:</b></p> <ul style="list-style-type: none"> <li>•Increase their familiarity with a wide range of books, including traditional tales</li> <li>•Identify and discuss themes and conventions in and across a wide range of writing</li> <li>•Discuss and evaluate the how authors use language, including the impact on the reader</li> <li>•Provide reasoned justification for their views</li> <li>•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</li> <li>•Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>

## Skills and Strategies

### Building on Previous year and throughout Year 6 Focus on:

- Recognise and read *all Year 5&6 Word List* words with automaticity
- Make meaning from words and sentences, including knowledge of phonics, word roots, word families,
  - Make meaning from text organisation
- Make meaning by drawing on prior knowledge
- Read increasingly complex texts independently for sustained periods
  - Find the main idea of a paragraph and text

**Build on Previous Year & Focus on:**

- Recognise *all Year 5&6 Word List* words with automaticity
- Identify how punctuation relates to sentence structure and how meaning is constructed in multi-clause sentences
- Read closely, annotating for specific purposes
- Use a range of strategies for finding and locating information e.g. skimming scanning for detail
- Connecting prior knowledge and textual information to make inferences and predictions

**Build on Previous Year & Focus on:**

- Recognise *all Year 5&6 Word List* words with automaticity
- Identify how punctuation relates to sentence structure and how meaning is constructed in multi-clause sentences
- Read closely, annotating for specific purposes
- Connecting prior knowledge and textual information to make inferences and predictions

**Build on Previous Term & Focus on:**

- Recognise *all Year 5&6 Word List* words with automaticity
- Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity
- Use a range of strategies for finding and locating information e.g. skimming scanning for detail
- Summarising a text
- Secure responses and understanding through re-reading and cross-check information
- Read closely, annotating for specific purposes

**Build on Previous Term & Focus on:**

- Recognise *all Year 5&6 Word List* words with automaticity
- Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity
- Secure responses through re-reading and cross-check information
- Use a range of strategies for skimming, e.g. *finding key words or phrases, gist, main ideas, themes*
- Read closely, annotating for specific purposes

**Consolidate and embed all skills not secured and focus on:**

- Recognise *all Year 5&6 Word List* words with automaticity
- With increased confidence read closely, annotating for specific purposes
- Confidently use a range of strategies for finding and locating information e.g. skimming scanning for detail
- Use a range of strategies for skimming, e.g. *finding key words or phrases, gist, main ideas, themes*
- Read closely, annotating for specific purposes

**Consolidate and embed all skills not secured and focus on:**

- Recognise *all Year 5&6 Word List* words with automaticity
- With increased confidence read closely, annotating for specific purposes
- Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences
- Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning
- Read closely, annotating for specific purposes

## Content Domains\*

\*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.

- 2a give / explain the meaning of words in context
- 2b retrieve and record information / identify key details from fiction and non-fiction
- 2d make inferences from the text / explain and justify inferences with evidence from the text

2e predict what might happen from details stated and implied  
2f identify / explain how information / narrative content is related and contributes to meaning as a whole  
2h make comparisons within the text

**Build on Previous Term & Focus on:**  
2e predict what might happen from details stated and implied  
2h make comparisons within the text

**Build on Previous Term & Focus on:**  
2f identify / explain how information / narrative content is related and contributes to meaning as a whole  
2c summarise main ideas from more than one paragraph  
2h make comparisons within a text  
2d make inferences from the text / explain and justify inferences with evidence from the text

**Build on Previous Term & Focus on:**  
2h make comparisons within the text  
2d make inferences from the text / explain and justify inferences with evidence from the text

**Build on Previous Term & Focus on:**  
2f identify / explain how information / narrative content is related and contributes to meaning as a whole  
2h make comparisons within the text  
2g identify / explain how meaning is enhanced through choice of words and phrases

**Build on Previous Term & Focus on:**  
2h make comparisons within the text  
2g identify / explain how meaning is enhanced through choice of words and phrases

## Reading Terminology for Pupils

### Building on Previous Year and throughout Year 6 focus on:

figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare

