

Year 6 Reading Curriculum Map

Autumn Term	Spring Term	Summer Term
National Curriculum- Word Reading		
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology)both to read aloud and to understand the meaning of the new words they meet.		
Attention to paid to new vocabulary- both a word's meaning(s) and its correct punctuation		
National Curriculum- Comprehension		
Maintain positive attitudes to reading and understanding of what they read by:		Understand what they read by:
Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks		Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
Reading books that are structured in different ways and reading for a range of purposes		Asking questions to improve their understanding
Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from out literary heritage and books from other cultures and traditions.		Drawing inference such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Recommending books that they have read to their peers, giving reasons for their choices		Predicting what might happen from details stated and implied
Identifying and discussing themes and conventions in and across a wide range of writing		Summarising the main ideas drawn from more than one paragraph identifying key details that support the main ideas
Making comparisons within and across books		Identifying how language, structure and presentation contribute to meaning
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		
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 discussion 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		
Freshstart		
Will be used as a ' catch-up' programme for those children new to English . An adapted version of RWI and Freshstart techniques will be used for those children still needing input with their phonetical knowledge.		
Spytime		
Can skim and scan non-fiction texts at speed for research	Can decide on the quality and usefulness of a range of texts and explain clearly to others	Can identify the purpose, audience and organisation of different fiction / non-fiction texts and evaluate the success of each of these elements.
Can refer to the text to support predictions and opinion (Sum up what you have to find / discuss / think about; make your point / state your thoughts and ideas; find evidence in and / or around the text to support your views; clarify your thinking by elaborating on and justifying your views, using additional evidence and linking to wider knowledge / experiences.)	Can infer messages moods, feelings and attitudes across a text in level / standard - appropriate texts (e.g. how a message can be inferred through referring back to different points in the text where things have been implied).	Can explain the structural devices an author has used to organise a text (e.g. going beyond the superficially obvious in fiction, such as decisions about plot structure or flash backs / flash forwards; in non-fiction, looking at devices and decisions the writer has made in multi-genre texts).
Can confidently identify the point of view of some texts and how this impacts on the reader.	Can retrieve and collate key ideas and information from a range of sources.	Can discuss the difference between literal and figurative language and the effects of imagery
Can identify and discuss implicit and explicit points of view in some texts at an appropriate level / standard.	Can explore texts to support and justify predictions and opinions. (Sum up what you have to find / discuss / think about; make your point / state your thoughts and ideas; find evidence in and / or around the text to support your views; clarify your thinking by elaborating on and justifying your views, using additional evidence and linking to wider knowledge / experiences.)	Can evaluate the success of a text providing evidence that refers to language, theme and style.
Can explain a character's motives throughout a story and use evidence from the text to back up opinions	Can comment on the success of texts in provoking particular responses (e.g. anger, sadness	Can sometimes recognise the use of irony and comment on the writer's intention (e.g. sarcasm, insincerity, mockery).
	Can identify why a long-established novel may have retained its lasting appeal	Is beginning to evaluate how messages, moods, feelings and attitudes are conveyed in poetry, prose and non-fiction, making reference to the text.

	Can recognise which character the writer wants the reader to like or dislike and what techniques are used to achieve this.	Can discuss the message a text has about our society, a particular culture or traditions from the past
Fluency		
110-120+ Words per minute with intonation from Dark Blue Band	120 + Words per Minute from Dark Red Band	120 + Words per Minute with Intonation from Dark Red Band
Can work out the meaning of unknown words from the way they are used in context.		
Can understand and explain the function of sophisticated punctuation (... ; - () and ' for contraction and possession and " " for direct speech).		
Book Band and Home reading		
Free Choice	Free Choice	Free Choice