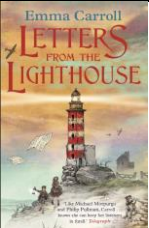
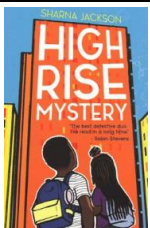


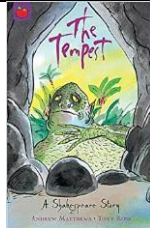




Year 6

Key Texts

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Book Spine	 <p>Letters from the Lighthouse by Emma Carroll</p>	 <p>High Rise Mystery by Sharna Jackson</p>	 <p>Charles Darwin's On the Origin of Species by Sabena Radeva</p>	 <p>When Life Gives You Mangoes by Kereen Getten</p>		 <p>The Tempest A Shakespeare Story by Andrew Matthews and Tony Ross</p>
Poetry Spine	<p>The Tyger by William Blake 1794</p>	<p>Little Red Riding Hood and the Wolf by Roald Dahl 1982</p>	<p>From a Railway Carriage by Robert Louis Stevenson 1885</p>	<p>Faster and Faster and Faster She Went by JonArno Lawson 2006</p>	<p>Comet by Kate Wakeling 2016</p>	<p>Riddles from The Hobbit by JR Tolkien 1937</p>

National curriculum

Reading - word reading

Pupils should be taught to:

- 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

Reading - comprehension

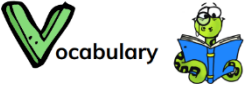

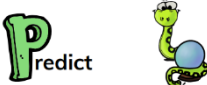



Pupils should be taught to:

- maintain positive attitudes to reading and an 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 1 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

VIPERS is an acronym we use to aid the recall of the 6 reading domains. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

 ocabulary	 nfer	 redict	 xplain	 etrieve	 ummarise
Give/explain the meaning of words in context	Make inference from the text/ explain and justify using evidence from the text	Predict what might happen from the details stated and implied.	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text	Retrieve and record key information/key details from fiction and non-fiction	Summarise main ideas from more than one paragraph

