

Key Learning in Reading: Year 6

| Word Reading | Comprehension |
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| <p>As above and:</p> <ul style="list-style-type: none"> Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. <i>un+happy+ness</i>, <i>dis+repute+able</i>, <i>dis+respect+ful</i>, <i>re+engage+ment</i>. Use suffixes to understand meanings e.g. <i>-cious</i>, <i>-tious</i>, <i>-tial</i>, <i>-cial</i>. <u>Read and understand meaning of words on Y5/6 word list – see bottom.</u> Use etymology to help the pronunciation of new words e.g. <i>chef</i>, <i>chalet</i>, <i>machine</i>, <i>brochure</i> – <i>French in origin</i>. Employ dramatic effect to engage listeners whilst reading aloud. Read extensively for pleasure. <p>As above and:</p> <ul style="list-style-type: none"> Evaluate texts quickly in order to determine their usefulness or appeal. Understand underlying themes, causes and consequences within whole texts. Understand the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives). Recognise authors' techniques to influence and manipulate the reader. | <p>As above and:</p> <p>Maintain positive attitudes to reading and understanding what they read by:</p> <ul style="list-style-type: none"> Listening to, reading and discussing an increasingly wide range of fiction, poetry, plays and non-fiction. Regularly listening to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. Recognising themes within and across texts e.g. <i>hope</i>, <i>peace</i>, <i>fortune</i>, <i>survival</i>. Making comparisons within and across texts e.g. similar events in different books, such as being an evacuee in <i>Carrie's War</i> and <i>Goodnight Mr Tom</i>. Comparing texts written in different periods. Analysing the conventions of different types of writing e.g. <i>use of dialogue to indicate geographical and/or historical settings for a story</i>. Independently read longer texts with sustained stamina and interest. Recommending books to their peers with detailed reasons for their opinions. Expressing preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures and traditions. Learning a wider range of poems by heart. Preparing poems and playscripts to read aloud and perform using dramatic effects. <p>Understand what they read by:</p> <ul style="list-style-type: none"> Using a reading journal to record on-going reflections and responses to personal reading. Exploring texts in groups and deepening comprehension through discussion. <u>Exploring new vocabulary in context.</u> <u>Demonstrating active reading strategies e.g. <i>challenging peers with questions</i>, <i>justifying opinions</i>, <i>responding to different viewpoints within a group</i>.</u> Inferring characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. <i>Point;Evidence;Explanation</i>. Predicting what might happen from information stated and implied. <u>Re-read and reads ahead to locate clues to support understanding and justifying with evidence from the text.</u> <u>Scanning for key information e.g. looking for descriptive words associated with a setting.</u> <u>Skimming for gist.</u> <u>Using a combination of skimming, scanning and close reading across a text to locate specific detail.</u> Identifying how language, structure and presentation contribute to meaning e.g. <i>persuasive leaflet</i>, <i>balanced argument</i>. <p>Discuss / evaluate how authors use language including figurative language, considering the impact on the reader by:</p> <ul style="list-style-type: none"> Exploring, recognising and using the terms personification, analogy, style and effect. <u>Explaining the effect on the reader of the authors' choice of language and reasons why the author may have selected these.</u> <p>Distinguish between statements of fact or opinion across a range of texts e.g. <i>first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook</i>.</p> <p>Participate in discussions about books building on their own and others' ideas and challenging views courteously.</p> <p>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 by:</p> <ul style="list-style-type: none"> Preparing formal presentations individually or in groups. Using notes to support presentation of information. Responding to questions generated by a presentation. Participating in debates on issues related to reading (fiction/non-fiction). <p><u>Provide reasoned justifications for their views</u></p> <ul style="list-style-type: none"> <u>Justifying opinions and elaborating by referring to the text e.g. <i>Point;Evidence;Explanation</i></u> |