

# Learning and Progression Steps (LAPS) in Reading

## Planning for Progression: Year 6



<b>Range:</b>	Books at an age appropriate interest level including: <ul style="list-style-type: none"> <li>• Fiction e.g. modern fiction, traditional stories, fiction from our literary heritage and books from other cultures and traditions.</li> <li>• Non-fiction e.g. biographies, explanation texts, hybrid texts, persuasive texts.</li> <li>• Poetry e.g. classic poetry, poems with imagery, poems on a theme.</li> </ul>			
	<b>LAP 1</b>	<b>LAP 2</b>	<b>LAP 3</b>	<b>Key Learning</b>
<b>Word Reading</b>	<ul style="list-style-type: none"> <li>• Work out unfamiliar words by focusing on all letters in the word, e.g. <i>not reading invitation for imitation</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment.</li> </ul>		<ul style="list-style-type: none"> <li>• <i>Work out unfamiliar words by focusing on all letters in the word, e.g. not reading invitation for imitation.</i></li> <li>• Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness, dis+repute+able, dis+respect+ful,, re+engage+ment.</li> </ul>
	<ul style="list-style-type: none"> <li>• Use suffixes to understand meanings e.g.               <ul style="list-style-type: none"> <li>○ -cious (meaning 'having' or 'full of') – malicious, suspicious.</li> <li>○ -tious (meaning 'having' or 'full of') – nutritious, cautious.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use suffixes to understand meanings e.g.               <ul style="list-style-type: none"> <li>○ -cial (meaning 'relating to') -official, special, artificial.</li> <li>○ -tial, (meaning 'relating to') – partial, confidential, essential.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Use suffixes to understand meanings e.g. -cious, -tious, -tial, -</li> </ul>
	<ul style="list-style-type: none"> <li>• Read and understand selected words from the Year 6 list (selected from the statutory Year 5/6 word list).</li> </ul>	<ul style="list-style-type: none"> <li>• Read and understand selected words from the Year 6 list (selected from the statutory Year 5/6 word list).</li> </ul>	<ul style="list-style-type: none"> <li>• Read and understand selected words from the Year 6 list (selected from the statutory Year 5/6 word list).</li> </ul>	<ul style="list-style-type: none"> <li>• Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list).</li> </ul>
			<ul style="list-style-type: none"> <li>• Use etymology to help the pronunciation of new words e.g. <i>chef, chalet, machine, brochure – French in origin.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Use etymology to help the pronunciation of new words e.g. <i>chef, chalet, machine, brochure – French in origin.</i></li> </ul>
<b>Maintaining positive attitudes to reading</b>	<ul style="list-style-type: none"> <li>• Recommend books to their peers with detailed reasons for their opinions, e.g. <i>contributing to reading blogs, being a reading champion working with reluctant readers.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Recommend books to their peers with detailed reasons for their opinions, e.g. <i>writing recommendation card inserts for books in the library, presentations within a reading assembly.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Recommend books to their peers, orally and in writing, with detailed reasons for their opinions, e.g. <i>recommending books with particular attention to the interests and preferences of peers, recommending books within a book circle.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Recommend books to their peers with detailed reasons for their opinions.</li> </ul>
	<ul style="list-style-type: none"> <li>• Prepare a poem to perform and learn by heart e.g. <i>songs or poetry they have written themselves</i>. Use intonation, tone and volume so that meaning is clear to an audience. Use text marking, colour coding and annotations to support planning and rehearsal.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a poem to perform and learn by heart e.g. <i>poems with imagery</i>.</li> <li>• Show understanding through intonation, tone and volume so that meaning is clear to an audience. Use text marking, colour coding and annotations to support planning and rehearsal.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare poems (e.g. classic narrative poetry) and plays and perform with dramatic effects.</li> <li>• Use text marking, colour coding and annotations to support planning and rehearsal.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare poems and play scripts to read aloud and perform using dramatic effects.</li> </ul>

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## Planning for Progression: Year 6



<b>Understanding texts they read independently and those which are read to them</b>	<ul style="list-style-type: none"> <li>Identify unfamiliar vocabulary and discuss possible meanings.</li> <li>Demonstrate active reading strategies through book talk e.g. <i>stating and justifying opinions, considering the views of others and asking questions</i>. Capture in reading journals.</li> </ul>	<ul style="list-style-type: none"> <li>Work out the meaning of unfamiliar vocabulary using the context.</li> <li>Demonstrate active reading strategies through book talk e.g. raising questions, justifying opinions and responding to different viewpoints within a group. Capture in reading journals.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the meaning of new vocabulary within the context of the text.</li> <li>Demonstrate active reading strategies through book talk e.g. <i>challenging peers with questions, justifying opinions, responding to different viewpoints within a group</i>. Capture in reading journals.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the meaning of new vocabulary within the context of the text.</li> <li>Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group.</li> <li>Use a reading journal to record on-going reflections and responses to personal reading.</li> </ul>
	<ul style="list-style-type: none"> <li>Justify responses to the text using the PEE prompt (Point + Evidence + Explanation). Using a Point provided by the teacher, children find supporting Evidence (Point + Evidence) and explain using their own words.</li> </ul>	<ul style="list-style-type: none"> <li>Justify responses to the text using the PEE prompt (Point + Evidence + Explanation). Using some evidence provided by the teacher, children identify/summarise a plausible Point and provide further explanation using their own words.</li> </ul>	<ul style="list-style-type: none"> <li>Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point+Evidence+Explanation.</li> </ul>	<ul style="list-style-type: none"> <li>Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point+Evidence+Explanation.</li> </ul>
	<ul style="list-style-type: none"> <li>Using evidence selected by the teacher (e.g. <i>the author's description, and from characters' actions and dialogue</i>), infer characters' thoughts and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Draw inferences around characters' thoughts and feelings, e.g. How might Tom be feeling? What evidence supports this?</li> </ul>	<ul style="list-style-type: none"> <li>Infer characters' motives from their actions, e.g. <i>Why did Fagin look after the boys? What evidence do you have to support this?</i></li> </ul>	<ul style="list-style-type: none"> <li>Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. <i>Point+Evidence+Explanation</i>.</li> </ul>
	<ul style="list-style-type: none"> <li>Use clues from characters' actions and speech to make plausible predictions.</li> </ul>	<ul style="list-style-type: none"> <li>Use clues from the author's descriptions of settings and characters (<i>including actions and speech</i>) to predict outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Predict consequences using a combination of information, including that which is stated and that which is implied.</li> </ul>	<ul style="list-style-type: none"> <li>Predict what might happen from information stated and implied.</li> </ul>
	<ul style="list-style-type: none"> <li>Formulate a simple hypothesis related to fiction (e.g. <i>I would not have enjoyed Dorothy's life on the farm in Kansas</i>) and, through close reading, re-reading and reading ahead, locate clues to support this. Discuss and capture in writing.</li> </ul>	<ul style="list-style-type: none"> <li>Formulate a simple hypothesis related to non-fiction (e.g. I think this is a hybrid text with elements of instruction, explanation and persuasion) and, through close reading, re-reading and reading ahead, locate clues to support this. Discuss and capture through text marking and annotation.</li> </ul>	<ul style="list-style-type: none"> <li>Formulate hypotheses and, through close reading, re-reading and reading ahead, locate clues to support understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.</li> </ul>
	<ul style="list-style-type: none"> <li>Compare characters within and across texts.</li> </ul>	<ul style="list-style-type: none"> <li>Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in Carrie's War and Goodnight Mr Tom.</li> </ul>	<ul style="list-style-type: none"> <li>Compare texts written in different periods.</li> </ul>	<ul style="list-style-type: none"> <li>Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in Carrie's War and Goodnight Mr Tom.</li> <li>Compare characters within and across texts.</li> <li>Compare texts written in different periods.</li> </ul>

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<b>Understanding texts they read independently and those which are read to them</b> <b>Contd.</b>	<ul style="list-style-type: none"> <li>Discuss a theme within a text, identified by the teacher e.g. <i>loss, friendship, survival</i>. Explore how the theme acts as a one word summary of the story, identifying evidence to support this.</li> </ul>	<ul style="list-style-type: none"> <li>Using a selection of themes provided by the teacher (e.g. <i>ambition, fortune, power</i>) identify the most suitable one to act as a one word summary of the story. Justify opinions using evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and discuss themes within and across a range of texts e.g. <i>hope, family, love, homes</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise themes within and across texts e.g. <i>hope, peace, fortune, survival</i>.</li> </ul>
	<ul style="list-style-type: none"> <li>Distinguish between statements of fact and opinion within a text e.g. <i>biography, review of a play or performance</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between statements of fact and opinion within a text e.g. <i>web pages, newspapers</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between statements of fact and 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>.</li> </ul>	<ul style="list-style-type: none"> <li>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>.</li> </ul>
	<ul style="list-style-type: none"> <li>Scan for key information e.g. <i>identify words and phrases which tell you the character is frustrated, or find three words or phrases which suggest that a theme park is exciting</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Skim to gain an overall sense of the text.</li> </ul>	<ul style="list-style-type: none"> <li>Use a combination of skimming, scanning and close reading across a text to locate specific detail.</li> </ul>	<ul style="list-style-type: none"> <li>Scan for key information e.g. identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting.</li> <li>Skim for gist.</li> <li>Use a combination of skimming, scanning and close reading across a text to locate specific detail.</li> </ul>
<b>Evaluating the impact of the author's use of language</b>	<ul style="list-style-type: none"> <li>Explore, recognise and use the term personification. Describe its effect within a text.</li> </ul>	<ul style="list-style-type: none"> <li>Explore, recognise and use the term analogy, e.g. <i>Life is like a race. The one who keeps running wins the race and the one who stops to catch a breath loses or Just as a sword is the weapon of a warrior, a pen is the weapon of a writer</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Explore, recognise and use the terms style and effect.</li> </ul>	<ul style="list-style-type: none"> <li>Explore, recognise and use the terms personification, analogy, style and effect.</li> </ul>
	<ul style="list-style-type: none"> <li>Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the effect on the reader of the author's choice of language and reasons why the author may have chosen to break onventions, e.g. <i>one word sentence; beginning sentences with 'and' or 'but'; repeated use of the same word</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.</li> </ul>
<b>Participating in discussion and debate</b>	<ul style="list-style-type: none"> <li>Make active contributions to discussions about what is read to them and books they have read independently, taking turns and listening to what others say, e.g. <i>expressing opinions and preferences, and giving reasons</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Build on the views of others courteously, e.g. <i>I agree but also...; That's a thought...maybe...; Yes, and maybe...</i></li> </ul>	<ul style="list-style-type: none"> <li>Challenge the views of others courteously, e.g. <i>I like that idea but have you thought about...; Ok, but what about looking at it this way...; I can see your point but...</i></li> </ul>	<ul style="list-style-type: none"> <li>Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</li> </ul>

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<b>Participating in discussion and debate Contd.</b>	<ul style="list-style-type: none"> <li>• Prepare and deliver simple presentations, explaining and discussing their understanding of what they have read.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare and deliver a short formal presentation, explaining and discussing their understanding of what they have read.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare and deliver formal presentations, including for debates, explaining and discussing their understanding of what they have read.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> <li>• Prepare formal presentations individually or in groups.</li> </ul>
	<ul style="list-style-type: none"> <li>• Prepare and deliver a short oral presentation linked to reading, e.g. about a character, famous person. Deliver to a small group, e.g. guided reading group.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare and use visual aids to support an oral presentation linked to reading, e.g. <i>pictures, props, ICT</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare and use notes to support an oral presentation, e.g. cue cards.</li> </ul>	<ul style="list-style-type: none"> <li>• Use notes to support presentation of information.</li> </ul>
	<ul style="list-style-type: none"> <li>• Respond to a question submitted by an audience/group member following a presentation linked to reading. Spend time structuring a response to the question before presenting it orally using Standard English.</li> </ul>	<ul style="list-style-type: none"> <li>• Using Standard English, respond to questions generated by a presentation, re stating the original standpoint and supporting with further information and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Use formal language (e.g. the subjunctive; the passive voice, nominalisation) to respond to questions generated by a presentation linked to reading and/or research, e.g. If I were to...; My conscience requires that...; It could be argued that...; The proposed suggestion...</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to questions generated by a presentation.</li> </ul>

Year 6					
accommodate	<b>category</b>	disastrous	<b>immediate(ly)</b>	privilege	sincere(ly)
accompany	committee	embarrass	interrupt	<b>profession</b>	sufficient
<b>according</b>	<b>competition</b>	<b>especially</b>	marvellous	pronunciation	suggest
achieve	<b>conscious*</b>	exaggerate	<b>mischievous</b>	recommend	symbol
aggressive	controversy	<b>frequently</b>	<b>necessary</b>	relevant	system
appreciate	correspond	guarantee	opportunity	restaurant	thorough
<b>attached</b>	<b>criticise (critic + ise)</b>	harass	parliament	sacrifice	variety
awkward	<b>definite</b>	identity	prejudice	<b>signature</b>	vehicle
yacht					