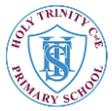




Holy Trinity CofE Primary School
Reading Curriculum Overview – Year 6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Decoding	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cue.					
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. <i>(Evidenced in vocabulary session of weekly GR)</i>					
Vocab	Use a range of techniques to explore the meaning of ambitious words in context: discussion, scaling, antonyms/synonyms, dictionary, examples and non-examples, word structure analysis and word mapping.					
Retrieval	Sift the relevant information from the irrelevant and distinguish between fact and opinion, bias and objectivity.			Show my understanding through presentations and debates.		
	Skim and scan for relevant information. <i>Who ... ? What ... ? Where ... ? When ... ? Why ... ? How ... ? (Where the answer is taken directly from the text).</i>					
Inference	Effectively select sentences, phrases and relevant information to convincingly justify my opinions.			Select pertinent quotations to support my own opinions.		
	Use point, evidence explain, evaluate.					
	Differentiate between fact and opinion in media texts, detect bias, stereotyping.					
	<i>Talk about how the character felt in the book. How do you know? Why do you think the character felt _____ or acted _____? What kind of character is _____? Why did the character _____? How do you know? Use the pictures to show me additional information that was not stated in the text. Why do you think _____? How did the character change from _____ to _____? Why? What caused _____ to happen? What was the effect? How did you feel when the character _____? Why did the character feel and act that way? What do you think (character) was thinking? Why?</i>					
	<i>Make connections across contexts, stories, books and cultures. What does this story remind you of? Can you think of another book that is similar to this one? How is the (topic, characters, ending) similar to (title of another book)? How is the character the same in this book as in previous books? What connection can you make (personal, text, world)? Based on what you already know about _____, what connections can you make to the text? How did what you know about the topic help you understand the text? What are some similarities and differences between the adventures and experiences of characters in stories?</i>					
Prediction	Predict what might happen in increasingly complex texts referring directly to evidence from the text. <i>How do you think the book will end? Based on what you know, what might happen next? After reading the text, predict what might happen next. What clues from the book or personal experience helped you with this prediction? Based on the genre or text structure of this book, predict what might happen next.</i>					
Summary	Summarise ideas, events and information throughout a text and across topics in both fiction and non-fiction texts.					



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	<p>What is the main idea of the story (central message or lesson of the story)? What are some key details from the story? Retell the important events from the text in the order that they happened including character, setting, problem, events, and solution. What was the problem in the story? How did the characters solve the problem? How did the story end? What new information did you learn about _____? What happened first? What happened next? What happened last? Who is telling the story at different points in the text? Explain _____ in your own words.</p>
Author Intent	Describe how the author has used personification or alliteration to create stronger images.
	Identify the techniques the author has used to create moods, feelings, messages and attitudes.
	Explore how the author's use of a range of figurative language enhances the narrative.
	Recognise the need for the author to manipulate narrative, pace and setting to reflect mood.
	Explain how choice of language enables the development of meaning beyond the literal.
	Show awareness of the authors ability to convey feelings through a series of images rather than direct statements.
	How did the author show what this character is like? How did the author show _____? Why do you think the author included this information? How does the author use the photographs to give you more information about the topic? How does the author help you learn about _____? What did the author do that made the story funny or surprising? Discuss how the author organized the story. (Beginning, middle, and end) What did the author do to make the characters or situation interesting? Why did the author use (word/phrase) to describe _____? What feelings do _____(words/phrases) suggest? What senses are you using to understand ____ (words/phrases)?
Discuss it	Identify and discuss irony and its effects.