



# Year 6 Medium Term Overview – Reading



## In Year 6 we develop pleasure and motivation to read in the following ways:

- Engaging book corner – good choices, visually appealing, updated regularly
- Class story book – high quality recommended reads read at the end of the school day as often as possible e.g. ‘Hatchet’ by Gary Paulson, ‘Goodnight Mr Tom’ by Michelle Magorian, ‘Northern Lights’ by Phillip Pullman & ‘Journey to Jo’burg’ by Beverly Naidoo.
- Book posters displayed in the classroom.
- ‘Book Time’ activities – selection of activities completed as early morning work and linked to their school reading book
- Book reviews – written and oral, including recommended reads display
- Year group hero books on display in classroom with access for the children to select and read.
- Recommended High Quality Reads – display board in each classroom, copies of all books in the year group with books starred and children encouraged to select, reading of star books tracked. In spare 5 minutes throughout the day read first

## In Year 6 we embed reading skills across the curriculum in the following ways, using the texts below:

- Subject specific books used in Learning Adventure e.g. Canterbury Tales by Geoffrey Chaucer in multiple formats
- Topic related non-fiction books on display in the classroom – handling of real books (Caribbean & Medieval History books)
- Use of written documents e.g. historical documents linked to past events (shipping passenger lists), famous people’s letters and diary entries (Charles Darwin)
- Vocabulary specific to Learning Adventure display in classroom, vocabulary banks

chapter from a recommended read as a taster to encourage children to want to read the books. (See list below).

- Regular book discussion time
- Child led book competitions
- Engagement with World Book Day activities.
- Reading activities linked into termly Homework Trail.

### How reading is taught in Year 6:

Reading is taught for two, one hour sessions, twice a week as a whole class Guided Reading session.

During reading sessions in KS2 teachers use carefully selected texts to study. Where possible, the texts will be in line with the writing genres that are being taught in learning adventure writing sessions so children gain additional exposure to the particular text type being studied. Teachers plan reading sessions based on their assessment of pupil ability and the key skills that they need to develop using our progressive key skills document. Through whole class reading sessions, our children are exposed to high – quality texts that provide challenge and promote discussion. Children then work independently or with support, as planned for by the class teacher to answer specific questions related to lesson objective. Opportunities for whole class work to model written comprehension answers are also planned for. We want our child to be able to talk confidently about a text; its structure and layout and the intent of the vocabulary used. Children need to be able to read for meaning to gain pleasure from a text and deduce and infer meaning too.

In KS2 we continue to provide children with a school reading book to take home which is matched to their reading ability. At the start of KS2, most children will have moved away from colour coded reading books and have a wider range of books to select from. For Years 3 and 4 these are our ‘silver books’ and in Years 5 and 6 our ‘gold’ books. We also have ‘bronze’ books which provide higher interest content for those children who need to maintain interest at a more accessible reading level. Teachers monitor the books that children are selecting and encourage them to read widely. Within the classrooms, we also have ‘recommended reads’ with star labels. These are the top recommended books that we want our children to have exposure to during their time in each year group. These include a wide range of fiction books, poetry and classical literature and are reflective of diverse cultures. These may be read to the children in class or children may borrow these to read in class during free reading periods.

## Fluency and Phrasing

### In Year 6 children show that they can:

- Read age-appropriate texts fluently and with confidence;
- Read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience;
- Notice and respond to punctuation and phrasing when reading aloud;
- Gain, maintain and monitor the interest of the listener;
- Automatically read a wide range of exception words, including the Y5–6 list and similar words which occur in texts.
- Expected word fluency 150–200+ wpm

### Year 6 Recommended High Quality Star Reads:

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| <ul style="list-style-type: none"><li>• Amari and the Night Brothers by BB Alston</li><li>• Asha &amp; the Spirit Bird by Jasbinder Bilan</li><li>• Pig-Heart Boy by Malorie Blackman</li><li>• Unheard Voices by Malorie Blackman</li><li>• Ash Mistry and the Savage Fortress by Sarwat Chadda</li><li>• The Story of the Windrush by K. N. Chimbi</li><li>• Blackberry Bluer by Jamila Gavin</li><li>• Shine Candy Gourlay</li><li>• High Rise Mystery by Sharna Jackson</li><li>• A Nest of Vipers by Catherine Johnson</li></ul> | <ul style="list-style-type: none"><li>• Refugee 87 by Ele Fountain</li><li>• There's a Boy in the Girls Bathroom by Louis Sachar</li><li>• Why the Whales Came by Michael Murpurgo</li><li>• Floodland by Marcus Segwick</li><li>• The Secret of Spiggy Holes by Enid Blyton</li><li>• Wonder by R.J. Palacio</li><li>• Skellig by David Almond</li><li>• Holes by Louis Sachar</li><li>• Louis Sachar by Andy Mulligan</li><li>• Room 13 by Robert Swindells</li></ul> |
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- Freedom by Catherine Johnson
- Becoming: Adapted for Younger Readers by Michelle Obama
- The Sunny series by Nnedi Okorafor
- Brown Girl Dreaming by Jacqueline Woodson
- Goodnight Mister Tom by Michelle Magorian

- Hatchet by Gary Paulsen
- A Christmas Carol by Charles Dickens
- Children of Winter by Berlie Doherty
- Journey to Jo'burg by Beverly Naidoo

## YEAR 6 READING MEDIUM TERM PLAN

	Genres explored	Objectives / Areas of Focus	Texts / Books used in Guided Reading and Writing Sessions
<b>Term 1 and 2</b>	<p><b>Genres linked to writing curriculum:</b>                      Narrative (Story – viewpoint and perspective)                      Narrative (Story – description)                      Recount – report                      Newspaper</p>	<p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Use etymology to help with the pronunciation of new words.</li> <li>• Work out unfamiliar words by focusing on all letters in a word.</li> <li>• Read and understand selected words from the Years 6 list.</li> </ul> <p><b>Developing Pleasure in Reading and Reading Motivation</b></p> <ul style="list-style-type: none"> <li>• Recommend books and poems to their peers orally and in writing, with detailed reasons for choices, including recommendations for fiction books, authors and non-fiction texts.</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• Identify unfamiliar vocabulary and discuss possible meanings.</li> <li>• Using a piece of evidence, (e.g. a section of speech or description of a character’s behaviour) infer character’s thoughts, feelings and motives, and justify opinions through evidence.</li> <li>• Use clues from character’s actions and speech to make plausible predictions.</li> <li>• Predict consequences using a combination of information including that, which is stated and implied.</li> </ul>	<p>Revision of skimming and scanning skills – short extracts from a variety of sources.</p> <p><b>‘The Book of Boy’ by Catherine Gilbert Murdock</b>  <i>Boy, a hunchbacked, sweet-natured goatherd, is content in his quiet country life. But when a shadowy pilgrim with a dangerous past arrives on the farm, his world is turned upside down. Secundus is a man on a mission, and upon first sight of Boy, enlists him as his servant, ripping him away from tranquillity and plunging them both into a perilous medieval treasure hunt ... but there is more to the pilgrim’s quest than meets the eye.</i></p> <p><b>‘Canterbury Tales’ by Geoffrey Chaucer (Retold by S Courtauld, Dr A Wheatley &amp; S Davidson)</b>  <i>This delightfully retold version is as outrageous and comic as the day it was written, over 600 years ago. Contains high level vocabulary to</i></p>

		<p><b>Non-Fiction Information Retrieval</b></p> <ul style="list-style-type: none"> <li>Analyse the conventions of different types of writing.</li> <li>Identify the main idea of a paragraph in fiction and non-fiction and write a statement or paragraph heading to summarise. Extend to summarising ideas from more than one paragraph.</li> </ul> <p><b>Discussion</b></p> <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. Build on the thoughts and opinions of others.</li> <li>Prepare and deliver simple presentations, explaining and discussing their understanding of what they have read.</li> </ul> <p><b>Evaluating the impact of the author's use of language</b></p> <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>	<p><i>describe the unforgettable characters and settings. Fantastic links to the medieval history unit, which supports children's understanding of medieval life.</i></p> <p><b>'The Beasts of Clawstone Castle' by Eva Ibotson</b></p> <p><i>Set in a castle with some incredibly funny ghosts, a group of children try to hatch a plan to prevent the castle falling down.</i></p>
<p><b>Term 3 and 4</b></p>	<p><b>Genres linked to writing curriculum:</b>          Persuasive          Letter          Biography / Autobiography          Narrative (Story)</p> <p><b>Additional genres:</b>          SATs revision</p>	<p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>Work out unfamiliar words by focusing on all letters in a word.</li> <li>Read and understand selected words from the Years 6 list.</li> <li>Use knowledge of root word, prefixes and suffixes to investigate how the meanings of words change.</li> </ul>	<p><b>'Wonder' by R.J Palacio</b></p> <p><i>Text written from multiple viewpoints, all children or teenagers. The unique voice of each character really adds to the depth of the story. Palacio skilfully weaves the timelines of several characters together and explores some fundamental truths about how humans behave and how they should behave.</i></p>

		<p><b>Developing Pleasure in Reading and Reading Motivation</b></p> <ul style="list-style-type: none"> <li>• Recommend books and poems to their peers orally and in writing, with detailed reasons for choices, including recommendations for fiction books, authors and non-fiction texts.</li> <li>• Prepare a poem to read aloud and perform with dramatic effect (reading aloud and then by heart). 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> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• Compare characters and settings in detail and with supporting evidence, within and across texts.</li> <li>• Discuss a theme within a text.</li> <li>• Skim and scan across a longer text for location of specific information.</li> <li>• Identify how language structure and presentation contribute to meaning.</li> </ul> <p><b>Non-Fiction Information Retrieval</b></p> <ul style="list-style-type: none"> <li>• Analyse the conventions of different types of writing.</li> <li>• Formulate a simple hypothesis related to non-fiction.</li> </ul> <p><b>Discussion</b></p> <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</li> </ul>	<p><b>‘Windrush Child’ by Benjamin Zephaniah</b>  <i>An invaluable story for young readers who want to learn about the Windrush generation’s experience.</i></p> <p><b>‘Coming to England’ by Floella Benjamin</b>  <i>An inspiring true story celebrating the Windrush Generation.</i></p> <p><b>SATs past papers</b>  <b>Revision of different text types – short extracts from a variety of sources.</b></p>
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		<p>turns and listening to what others say. Build on the thoughts and opinions of others.</p> <ul style="list-style-type: none"> <li>• Prepare and deliver a short oral presentation linked to reading. Use visual aids appropriately to support.</li> </ul> <p><b>Evaluating the impact of the author’s use of language</b></p> <ul style="list-style-type: none"> <li>• Explore, recognise and use the term analogy. Describe its effect within a text.</li> <li>• Explore, recognise and use the terms style and effect. Describe the effect within a text.</li> </ul>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Term 5 and 6</b></p>	<p><b>Genres linked to writing curriculum:</b>  Narrative (story)  Non Chronological  Instructional  Balanced Arguments</p> <p><b>Additional genres:</b>  SATs Revision  Shakespeare</p>	<p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Work out unfamiliar words by focusing on all letters in a word.</li> <li>• Read and understand selected words from the Years 6 list.</li> <li>• Use knowledge of root words and suffixes to understand meanings.</li> </ul> <p><b>Developing Pleasure in Reading and Reading Motivation</b></p> <ul style="list-style-type: none"> <li>• Recommend books and poems to their peers orally and in writing, with detailed reasons for choices, including recommendations for fiction books, authors and non-fiction texts.</li> <li>• Prepare a poem to read aloud and perform with dramatic effect (reading aloud and then by heart). 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>	<p><b>SATs past papers</b>  <b>Revision of different text types – short extracts from a variety of sources.</b></p> <p><b>‘Floodland’ by Marcus Sedgewick</b>  <i>Most of England is under water but small islands remain above the surface. Zoe wants to escape from her island as she is convinced that her parents are still alive.</i></p> <p><b>‘Tales from Shakespeare’ (Wordsworth Classics) by Charles and Mary Lamb</b>  <i>Written as an introduction to the study of Shakespeare’. All of Shakespeare’s best-loved plays, comic and tragic, are retold in a clear and robust style.</i></p>

		<p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• Skim and scan across a longer text for location of specific information.</li> <li>• Identify how language structure and presentation contribute to meaning.</li> <li>• Use close reading, re-reading and reading ahead to locate evidence to support statements provided by the teacher initially. Discuss and capture in writing.</li> <li>• Formulate a simple hypothesis related to fiction and non-fiction and through close reading, re-reading and reading ahead, locate clues to support this. Discuss and capture in writing.</li> </ul> <p><b>Non-Fiction Information Retrieval</b></p> <ul style="list-style-type: none"> <li>• Analyse the conventions of different types of writing.</li> <li>• Retrieve, record, and make notes and present information from non-fiction, including texts used in other subjects. Use simple abbreviations when note taking. Understand clearly what is meant by ‘in your own words’ and when it is appropriate to copy, quote and adapt.</li> </ul> <p><b>Discussion</b></p> <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. Build on the thoughts and opinions of others.</li> <li>• Respond to questions from an audience following a presentation linked to reading. Spend time structuring a response before presenting.</li> </ul>	<p><b>‘Echo Mountain’ by Lauren Wolk</b>  <i>Follows in the footsteps of Wonder, teaches about the powers of kindness, tolerance, perseverance and friendship and the importance of looking beyond a person’s outward appearance.</i></p>
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