Reading Curriculum

Year 6		
Autumn	Spring	Summer
The Children of WW2	The Information Age.com	Inspirational Me!

There are **8 themes** of learning within the Reading Curriculum for all year groups, outlined below.

Within each theme there are **key strands** to break the learning down and give you an understanding of what it means.

There are then **specific objectives** as to what **you need to teach** and what **children need to learn**. These are pitched at expected standards.

Theme 1. Develop positive attitudes to reading	**Strands:** - Take pleasure in reading - Read independently and in groups. Enjoy listening to books read to them - Discuss books: Participate in discussion about what is read to them, taking turns and listening to what others say - Extend their range of reading	**Theme 2. Skills and strategies to read for understanding**	**Strands:** - Use prior knowledge to support understanding - Check that books make sense to them - Ask questions to improve their understanding - Skim, scan and read closely - Use strategies to locate or infer the meaning of unfamiliar words - Annotate text - Visualise their understanding of what they read - Make predictions - Summarise understanding - Adapt reading strategies for different purposes or according to the text type
	Objectives: 1.1 - Sustain their reading of longer and more challenging texts. 1.2 - Discuss their personal reading with others and articulate their personal response to their reading, identifying how and why a text affects the reader. 1.3 - Develop their reading stamina and complete the independent reading of some longer texts.		**Objectives:** 2.1 - Make comparisons between a text and others they have read 2.2 - Ask effective questions that will help them clarify their understanding of the text or the topic they are researching 2.3 - Read carefully sections of texts to research information and to answer questions 2.4 - Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re – reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning

			2.5 - As they read, identify, mark and annotate extracts which they think are significant to understanding characters, events or ideas or an author's point of view or use of language, adding a commentary where this is helpful. 2.6 - Make plausible predictions and explain what they are basing them on. Discuss how and why they need to modify their predictions as they read on. 2.7 - Make regular, brief summaries of what they've read, linking their summary to previous predictions about the text. Update their ideas about the text in the light of what they've just read. 2.8 - Summarise 'evidence' from across a text to explain events or ideas. 2.9 - Make sensible decisions in order to read most effectively for a specific purpose, e.g. knowing when it is useful to gain an overview of a text and how best to do it, or identify which part of the text needs to be read more carefully to find particular information
Theme 3. Understanding vocabulary used in texts	**Strands:** - Build a wide vocabulary - Use a dictionary effectively - Use strategies to locate or infer the meaning of unfamiliar words (also included in the Skills and Strategies strand)	**Theme 4. Express, record and present their understanding**	**Strands:** - Develop and express their understanding - Answer questions about a text and record their understanding - Justify their ideas about a text - Annotate the text to support understanding - Demonstrate understanding of stories, poetry and plays through retelling and reciting orally
	Objectives: 3.1 - Collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas about the text. 3.2 - Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading. 3.3 - Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary.		**Objectives:** 4.1 - Contribute constructively to a discussion about reading, responding to and building on the views of others. 4.2 - Record details retrieved from the text about characters, events and ideas, e.g. by making a comparisons table, true or false grid etc. 4.3 - Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required for the answer will be explicitly stated or implied in the text.

	3.4 - Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re – reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning.		4.4 - Identify and summarise evidence from a text to support a hypothesis. 4.5 - As they read, identify, mark and annotate extracts which they think are significant to understanding characters, events or ideas or an author's point of view or use of language, adding a commentary where this is helpful. 4.6 - Read aloud different texts, including poetry and prose, discussing and drawing out similarities and relationships of theme, format and language.
Theme 5. Understand the whole text	**Strands:** - Identify main ideas and themes in a wide range of books and understand how these are developed over a text - Identify how structure and presentation contribute to meaning - Make comparisons within and across texts - Identify how language contributes to meaning - Evaluate the text	**Theme 6. Retrieve information from texts**	**Strands:** - Retrieve and record information from texts - Retrieve the meaning of unfamiliar vocabulary where this is explained in the text - Identify how language, structure and presentation contribute to meaning - Ask retrieval questions about a text - Distinguish between fact and opinion
	Objectives: 5.1 - Understand how a writer develops themes, ideas or points of view over a text. 5.2 - Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together. 5.3 - Understand how writers use the features and structures of information texts to help convey their ideas or information. 5.4 - Make comparisons and draw contrasts between different elements of a text and across texts. 5.5 - Compare and contrast the work of a single author. 5.6 - Investigate different versions of the same story or different books on the same topic, identifying similarities and differences. 5.7 - Consider how authors have introduced and extended ideas about characters, events or topics through the language choices and the way they have developed them.		**Objectives:** 6.1 - Use evidence from across a text to explain events or ideas. 6.2 - Identify similarities and differences between characters, places, events, objects and ideas in texts. 6.3 - Retrieve information from texts. 6.4 - Apply appropriate strategies (re-reading, reading on, visualising, word knowledge, syntax) in order to find the meaning of unfamiliar vocabulary met in independent reading. Check the plausibility and accuracy of their suggestions. 6.5 - Use knowledge of different organisational features of texts to find information effectively.
	Strands:		**Strands:**

Theme 7. Inferential understanding	- Infer from what characters say and do - Predict what might happen - Identify how language … contribute(s) to meaning: How meaning is conveyed through the writer's language choices - Ask inferential questions - Adapt reading strategies in order to make inferences	Theme 8. Reading to find out	- Retrieve and record information from non-fiction texts - Ask questions to find out - Identify how the structure and presentation of non-fiction texts contributes to meaning - Identify how language …contributes to meaning - Apply strategies for reading non-fiction texts
	Objectives: 7.1 - Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters. 7.2 - Make predictions, discussing the reasoning behind them, drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text. 7.3 - Know how to gain a rapid overview of a text, e.g. by skimming and scanning and how and when to read slowly and carefully. 7.4 - Build 'thinking time' into their reading, identifying questions that they want answered. 7.5 - Summarise their current understanding at regular intervals when reading an extended text.		**Objectives:** 8.1 - Record important details retrieved from a text using an appropriate format, e.g. by making a comparisons table. 8.2 - Locate resources for a specific research task, identifying key questions to be investigated, the usefulness of the information source, and deciding how best to record and present the information. 8.3 - Understand and explain how different conventions and presentational features are used across a range of information or non-narrative texts. 8.4 - Compare different types of information texts, including texts which are a mix of text. 8.5 - Explain and use accurately the subject specific vocabulary used in different non-fiction texts. 8.6 - Read effectively for different research purposes, e.g. skim and scan a text to gain an overview of a text, identify which part of the text needs to be read more carefully to find particular information, read slowly and carefully a section, annotating the text as appropriate. 8.7 - Plan research in other subjects, considering how best to read different sources, and find and record the information they need. 8.8 - In non-fiction texts distinguish between explicit and implicit points of view.