



# English Curriculum: Reading

**Year 6**

## *Word Reading*

During Years 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing.

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling.

As far as possible, pupils should follow the Year 5 and 6 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

All children should read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy (at a speaking pace).

They should read the majority of words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should use a range of strategies to determine both the meaning of the word and how to pronounce it correctly.

## *Comprehension*

Children should be able to prepare readings, with appropriate and effective intonation to show their understanding, and should be able to summarise and present a familiar story in their own words.

They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, discussing what they have read with detail.

By the end of Year 6, pupils' reading should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in Year 7, across subjects and not just in English. There will continue to be a need for pupils to learn subject-specific vocabulary.

<i>Decoding</i>	<i>Word Recognition</i>	<i>Comprehension &amp; Understanding</i>	<i>Deducing</i>	<i>Intonation &amp; Expression</i>	<i>Grammatical Features</i>	<i>Research</i>
<p><b>For those who are struggling to decode</b> - apply phonic knowledge and skills as the route to decode words.</p> <p>Respond with the correct sound to graphemes for all 40+ phonemes, including, alternative sounds for graphemes.</p>	<p>Be able to apply a growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>	<p>Pupils should maintain positive attitudes to reading and understanding of what they read.</p> <p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Further increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p>	<p>Continue to check that what they have read makes sense.</p> <p>Discuss their understanding and explore the meaning of words in context.</p> <p>Ask questions to improve their understanding.</p> <p>Draw multiple inferences and justify these with evidence from the text.</p> <p>Predict what might happen from details stated and Implied.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p>	<p>Vary voice for direct or indirect speech.</p> <p>Recognise prepositions in text.</p> <p>Recognise clauses within sentences and identify how they are connected.</p>	<p>Recognise prepositions in text.</p> <p>Recognise clauses within a wider range of sentences and identify how they are connected.</p> <p>Recognise and unpicks complex</p>	<p>Read books that are structured in different ways, linking structure to purpose, and reading for a range of purposes.</p> <p>Retrieve, record and present information effectively from non-fiction.</p> <p>Use more than one source of evidence when carrying out</p>

<p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p>		<p>Recommend books that they have read to their peers, giving justified reasons for their choices.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Make comparisons within and across books.</p> <p>Learn a wider range of poetry by heart.</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through accurate and effective use of intonation, tone and volume so that the meaning is clear to an audience.</p>	<p>Identify how language, structure and presentation contribute to meaning, and the effect of this on the reader.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Participate in discussions and debates about books that are read to them and those they can read for themselves, 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.</p> <p>Ask questions to improve their understanding of what they have read.</p> <p>Provide reasoned justifications for their views.</p>	<p>Further develop awareness of how pace of reading can add to the excitement, using this effectively.</p> <p>Appreciate how a set of sentences are organised to create maximum effect, with understanding of how manipulation of clauses can achieve an effect.</p>	<p>sentences.</p> <p>Identify connectives with multiple purposes.</p> <p>Identify active and passive verbs in reading.</p>	<p>research.</p> <p>Create a set of key notes to help summarise what has been read.</p> <p>Use skimming, scanning and note-taking to identify the key points in a text.</p>
--	--	--	---	--	--	---