

Reading Medium Term Plan Year Six

Objectives addressed over time/ in every reading lesson:

Word Reading:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

- develop positive attitudes to reading and understanding of what they read by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Year 6– Reading Medium Term Plan					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Storytime Texts: Book 1: The Final Year, Matt Goodfellow Book 2: Class vote including a range of books by Emma Carroll.	Storytime Texts: Book 1: When the Sky Falls, Phil Earle Book 2: Classic age-appropriate text selected by the teacher.	Storytime: Book 1: Kensuke’s Kingdom, Michael Morpurgo Book 2: Class vote of a range of Michael Morpurgo novels not previously read.	Storytime: Book 1: Class vote of contemporary and classic fiction. Book 2: Teacher’s own choice of quality text.	Storytime: Book 1: Holes, Louis Sacher Book 2: Class vote of contemporary and classic fiction.	Storytime: Book 1: Tyger, SF Said Book 2: Teacher’s own choice of quality text.
<i>Note: Reading for Pleasure lessons should be spaced out across a half term, not blocked.</i>					
Reading for Pleasure: Objective: <ul style="list-style-type: none"> • recommending books that they have read to their peers, giving reasons for their choices <p>1 lesson is a reading pupil survey to get to know the children as readers. 2 -3 lessons devoted to a ‘book group’ - children to share a recommendation in a group, completing a recommendation sheet.</p>	Reading for Pleasure: Objective: <ul style="list-style-type: none"> • recommending books that they have read to their peers, giving reasons for their choices <p>2 lessons devoted to a ‘book group’ - children to share a recommendation in a group, completing a recommendation sheet.</p> <p>1 x lesson devoted to a book sampling/cafe or vote to select a story. Children to record their reasons for their preferred book choice.</p>	Reading for Pleasure: Objective: <ul style="list-style-type: none"> • recommending books that they have read to their peers, giving reasons for their choices <p>2 x lesson devoted to a ‘book group’ - children to share a recommendation in a group, completing a recommendation sheet.</p> <p>1 x lesson devoted to a book sampling/cafe or vote to select a story. Children to record their reasons for their preferred book choice.</p>	Reading for Pleasure: Objective: <ul style="list-style-type: none"> • recommending books that they have read to their peers, giving reasons for their choices <p>1 x lesson devoted to a ‘book group’ - children to share a recommendation in a group, completing a recommendation sheet.</p> <p>1 x lesson devoted to a ‘silent book club’. This could be carried out in the classroom, outdoors or the library.</p>	Reading for Pleasure: Objective: <ul style="list-style-type: none"> • recommending books that they have read to their peers, giving reasons for their choices <p>2 x lesson devoted to a ‘book group’ - children to share a recommendation in a group, completing a recommendation sheet.</p> <p>1 x lesson devoted to a ‘silent book club’. This could be carried out in the classroom, outdoors or the library.</p>	Reading for Pleasure: Objective: <ul style="list-style-type: none"> • recommending books that they have read to their peers, giving reasons for their choices <p>2 x lesson devoted to a ‘book group’ - children to share a recommendation in a group, completing a recommendation sheet.</p> <p>1 x lesson devoted to a book reflecting on the books shared this year, this could be as a reading river, book of the year vote or other form of reflection.</p> <p>1x lesson pupil reading profile- end of year reflection</p>

Unit 1					
<p>Reading Plus benchmarking and set up</p>	<p>Narrative: When the Sky Falls, Phil Earle, Chapter 1</p>	<p>Poetry: Three Talls, Valerie Bloom</p>	<p>Lessons will involve fluency development, shared reading and teaching using long extracts. A range of narrative, non-narrative and poetry extracts will be utilised.</p>	<p>British Heritage Literature: Macbeth, William Shakespeare, Act 4, scene 1 or Page 372 The Works</p>	<p>Poetry: Tiger, William Blake (The Works 2) and Tiger revisited (next poem after Tyger in The Works 2)</p>
<p>Word Per Minute Fluency Assessment Checkpoint</p>	<p>Focus: language/setting Length of Unit: 10 days</p>	<p>Focus: Reciting poetry (children will learn a minimum of 4 lines off by heart) Length of unit: 7 days</p>		<p>Use resource KS2 English: Macbeth - BBC Teach to introduce the text.</p>	<p>Focus: Themes Length of Unit: 10 days</p>
<p>Poetry: Part 1 and 2 from The Final Year by Matt Goodfellow (narrative in verse form).</p> <p>Focus: Reciting poetry (children will learn a minimum of 4 lines off by heart) Length of unit: 7 days</p> <p>Objectives:</p> <ul style="list-style-type: none"> learning a wider range of poetry by heart (part 1 page 5) preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience (part 1 page 5) identifying and discussing themes and conventions in and across a wide range of writing discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Identify the 'big ideas' (themes and conventions) 	<p>Objectives:</p> <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context discuss and evaluate how authors use language, including figurative language, considering the impact on the reader drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Make links to other texts (Letters from the Lighthouse) 	<p>Objectives:</p> <ul style="list-style-type: none"> learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience discuss and evaluate how authors use language, including figurative language, considering the impact on the reader making comparisons within and across books 		<p>Corpse Talk, Macbeth, Adam Murphy</p> <p>Focus: Use of language Length of Unit: 10 days</p> <p>Objectives:</p> <ul style="list-style-type: none"> asking questions to improve their understanding identifying and discussing themes and conventions in and across a wide range of writing discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 	<p>Objectives:</p> <ul style="list-style-type: none"> learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience identifying and discussing themes and conventions in and across a wide range of writing discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Unit 2					
<p>Narrative: Letters From the Lighthouse, Emma Carroll</p> <p>Focus: Character Length of Unit: 10 days</p> <p>Objectives:</p> <ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied 	<p>Non- Narrative: World War 2 DK</p> <p>Focus: Word meaning Length of Unit: 10 days</p> <p>Objectives:</p> <ul style="list-style-type: none"> summarizing the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning 	<p>KWP Key author: Kensuke's Kingdom, Michael Morpurgo Supplementary extracts: Robinson Crusoe, RL Stevenson, Survivors by David Long.</p> <p>Focus: Character Length of Unit: 10 days</p> <p>Objectives:</p> <ul style="list-style-type: none"> asking questions to improve their understanding summarizing the main ideas drawn from more than one 		<p>Narrative: Holes, Louis Sacher</p> <p>Focus: setting/mood/tone Length of Unit: 10 days</p> <p>Objectives:</p> <ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence discuss and evaluate how authors use language, including figurative language, 	<p>Narrative: Tyger by SF Said, Chapter 1</p> <p>Focus: Themes Length of Unit: 10 days</p> <ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence discuss and evaluate how authors use language, including figurative language,

<ul style="list-style-type: none"> provide reasoned justifications for their views. Infer hidden of subtle meanings in what is read, referencing more than one piece of textual evidence to draw conclusions and justify understanding 	<ul style="list-style-type: none"> 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 retrieve, record and present information from non-fiction 	<p>paragraph, identifying key details that support the main ideas</p> <ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 		<p>considering the impact on the reader</p>	<p>considering the impact on the reader</p>
Unit 3					
<p>Non-narrative: World War 2 DK</p> <p>Focus: Retrieving and presenting information Length of Unit: 10 days</p> <p>Objectives:</p> <ul style="list-style-type: none"> summarizing the main ideas drawn from more than one paragraph, identifying key details that support the main ideas retrieve, record and present information from non-fiction 	<p>Classic Narrative: The Machine Gunners, Robert Westall (extracts from chapter 1 and 2) and When the Sky Falls, Phil Earle</p> <p>Focus: Comparison Length of Unit: 10 days</p> <p>Objectives:</p> <ul style="list-style-type: none"> making comparisons within and across books provide reasoned justifications for their views. asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Make links to other texts (Letters from the Lighthouse, When the Sky Falls) and knowledge from other curriculum areas (history)/ 	<p>Non-narrative: Objectives: 25 Cities</p> <p>Supplementary extracts: Length of Unit: 10 days</p> <ul style="list-style-type: none"> retrieve, record and present information from non-fiction 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>Non Narrative: Musical Truth by Jeffrey Boakye, London is the Place for Me</p> <p>Focus: Character/authorial intent Length of Unit: 10 days</p> <p>Objectives:</p> <ul style="list-style-type: none"> summarizing the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning
	<p>Word Per Minute Fluency Assessment Checkpoint</p>		<p>Word Per Minute Fluency Assessment Checkpoint</p>		<p>Word Per Minute Fluency Assessment Checkpoint</p>

Note: Underlining indicates an aspect to focus on in that unit.

Purple indicates greater depth attainment statements.

Progression in Sentence Stems:

Objective	Sentence stem
recommending books that they have read to their peers, giving reasons for their choices	I recommend this for ___ because...
identifying and discussing themes and conventions in and across a wide range of writing	The theme of this page/chapter/ book is... I am intrigued by this theme because...
making comparisons within and across books	This is the same/different to ___ because... The character has changed from ___ to ___ because...
asking questions to improve their understanding	I wonder if... What puzzles me is...
drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	The action _____ suggests the character is thinking... The action ___ suggests the character's motive is to... This action suggestion... The impression character's action gives is... It gives the impression of a _____ atmosphere because I conclude that _____ is _____ because...
predicting what might happen from details stated and implied	The stated detail _____ suggests... The implied detail.... suggests...
summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas	This page is about... The first paragraph is about... The second paragraph is about...
identifying how language, structure and presentation contribute to meaning	The word _____ means... The structure of this page suggests... The presentation of this page suggests... The layout of this page help the reader understand that...
discuss and evaluate how authors use language, including figurative language, considering the impact on the reader: metaphor, simile, analogy, empathy, sympathy, negativity.	This _____ suggests... This _____ gives the impression that... This _____ is/isn't effective because... This _____ impacts on the reader by suggesting that they feel/ think....
distinguish between statements of fact and opinion	This statement is a _____ because...
participate in discussions 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	I like... I dislike... It reminds me of... I wondering about... I'm puzzled by...
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	The theme of _____ is because... This book uses the convention of.... It reminds me of....
provide reasoned justifications for their views	My reason for this is... My evidence for this is... The word / phrase means...

