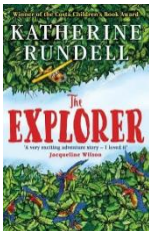


Long Term Reading Overview - Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts:  Outcomes: Monitor and summarise Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas - Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources Clarify Check the book makes sense to them by discussing their understanding and	Text:  Outcomes: Themes and conventions Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback - Read books that are structured in different ways and read for a range of purposes - Identify and comment on genre-specific language features used e.g. shades of meaning between similar words - Make comparisons within and across books	Text:  Outcomes: Inference Predict what might happen from details stated and implied - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Select and retrieve Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation and	Texts:  Outcomes: Inference Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation) Select and retrieve Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation and reference to the text using own words - Distinguish between statements of fact and opinion and recognise	Text:  Outcomes: Inference Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation) - Begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative Select and retrieve Skim and scan efficiently to extract information and make well organised notes of the main ideas	Text:  Outcomes: Inference Predict what might happen from details stated and implied - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation) - Begin to see how inferences draw on the

exploring the meaning of words in context Ask questions to improve their understanding of a text • Inference Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Select and retrieve Retrieve, record and present information from non-fiction Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation and reference to the text using own words Distinguish between statements of fact and opinion and recognise them in the language used by authors to influence readers • Respond and explain	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Recognise texts that contain features from more than one genre, or demonstrate shifts in formality Explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text that exemplify this • Clarify Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context Ask questions to improve their understanding of a text • Inference Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation)	reference to the text using own words • Language for effect Identify how language, structure, and presentation contribute to meaning Show understanding through intonation, tone and volume so that meaning is clear to an audience Evaluate how authors use language, including figurative language, considering the impact on the reader Compare and discuss accounts of the same event through different character viewpoints • Monitor and summarise Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas Produce a succinct summary, paraphrasing the main ideas from across	them in the language used by authors to influence readers • Language for effect Identify how language, structure, and presentation contribute to meaning Show understanding through intonation, tone and volume so that meaning is clear to an audience Evaluate how authors use language, including figurative language, considering the impact on the reader Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Yr 5/6 National Curriculum writing) • Themes and conventions Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback	using quotation and reference to the text using own words Distinguish between statements of fact and opinion and recognise them in the language used by authors to influence readers • Language for effect Identify how language, structure, and presentation contribute to meaning Show understanding through intonation, tone and volume so that meaning is clear to an audience Evaluate how authors use language, including figurative language, considering the impact on the reader Compare and discuss accounts of the same event through different character viewpoints Explore a similar theme or topic written in a different genre	connotations of words, their use in context and that they can be cumulative • Select and retrieve Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation and reference to the text using own words Distinguish between statements of fact and opinion and recognise them in the language used by authors to influence readers • Language for effect Show understanding through intonation, tone and volume so that meaning is clear to an audience Evaluate how authors use language, including figurative language, considering the impact on the reader Compare and discuss accounts of the same
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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 Evaluate how successfully the organisation of a text supports the writer's purpose 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 • Word reading Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet • Language for effect Identify how language, structure, and	Begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative • Select and retrieve Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation and reference to the text using own words - Distinguish between statements of fact and opinion and recognise them in the language used by authors to influence readers • Language for effect Identify how language, structure, and presentation contribute to meaning - Show understanding through intonation, tone and volume so that meaning is clear to an audience - Evaluate how authors use language, including	the text or a range of sources • Clarify Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context - Ask questions to improve their understanding of a text • Word reading Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet • Themes and conventions Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback - Identify and comment on genre-specific language features used e.g. shades of meaning between similar words	Read books that are structured in different ways and read for a range of purposes Identify and comment on genre-specific language features used e.g. shades of meaning between similar words Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Clarify Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context - Ask questions to improve their understanding of a text • Word reading Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet	• Monitor and summarise Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas - Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources • Clarify Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context - Ask questions to improve their understanding of a text • Word reading Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet	event through different character viewpoints Explore a similar theme or topic written in a different genre • Monitor and summarise Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas - Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources • Themes and conventions Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback - Make comparisons within and across books - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - Recognise texts that contain features from more than one genre, or
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presentation contribute to meaning Evaluate how authors use language, including figurative language, considering the impact on the reader Compare and discuss accounts of the same event through different character viewpoints Explore a similar theme or topic written in a different genre • Themes and conventions Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback Read books that are structured in different ways and read for a range of purposes Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Recognise texts that contain features from more than one genre, or demonstrate shifts in formality	figurative language, considering the impact on the reader • Word reading Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet • Monitor and summarise Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	• Respond and explain 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 Provide reasoned justifications for their views Evaluate how successfully the organisation of a text supports the writer's purpose 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	• Respond and explain 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 Provide reasoned justifications for their views Evaluate how successfully the organisation of a text supports the writer's purpose 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 • Themes and conventions Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback Identify and comment on genre-specific language features used e.g. shades of meaning between similar words	demonstrate shifts in formality Explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text that exemplify this • Clarify Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context Ask questions to improve their understanding of a text • Word reading Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet • Respond and explain Participate in discussions about books that are read to them and those they can read for themselves,
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Explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text that exemplify this				Make comparisons within and across books Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Recognise texts that contain features from more than one genre, or demonstrate shifts in formality Explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text that exemplify this	building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views Evaluate how successfully the organisation of a text supports the writer's purpose 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 Explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text that exemplify this
Must-read texts throughout the year... When the Sky Falls (Phil Earle) Orphans of the Tide (Struan Murray) Into the Sideways World (Ross Welford) The Last Bear (Hannah Gold) Survivors: Extraordinary Tales from the Wild and Beyond (David Long) The Lost Spells (Robert Macfarlane, Jackie Morris) I Am Not A Label (Cerrie Burnell) The Lost Words (Robert Macfarlane, Jackie Morris) The Lion Above The Door (Onjali Q. Rauf)					

Poetry – To learn off by heart...

Conker (The Lost Words – Robert Macfarlane)