

Key Learning in Reading: Year 6

Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"> ▪ Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. <i>un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment.</i> ▪ Use suffixes to understand meanings e.g. <i>-cious, -tious, -tial, -cial.</i> ▪ Read and understand meaning of words on Y5/6 word list – see bottom. ▪ Use etymology to help the pronunciation of new words e.g. <i>chef, chalet, machine, brochure – French in origin.</i> ▪ Employ dramatic effect to engage listeners whilst reading aloud. ▪ Read extensively for pleasure. ▪ Skim texts to ascertain the gist. ▪ Use a combination of scanning and close reading to locate information. <p>As above and:</p> <ul style="list-style-type: none"> ▪ Evaluate texts quickly in order to determine their usefulness or appeal. ▪ Understand underlying themes, causes and consequences within whole texts. ▪ Understand the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives). ▪ Recognise authors' techniques to influence and manipulate the reader. 	<p>As above and:</p> <p>Maintain positive attitudes to reading and understanding what they read by:</p> <ul style="list-style-type: none"> ▪ Listening to, reading and discussing an increasingly wide range of fiction, poetry, plays and non-fiction. ▪ Regularly listening to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. ▪ Recognising themes within and across texts e.g. <i>hope, peace, fortune, survival.</i> ▪ Making comparisons within and across texts e.g. similar events in different books, such as being an evacuee in <i>Carrie's War</i> and <i>Goodnight Mr Tom.</i> ▪ Comparing texts written in different periods. ▪ Analysing the conventions of different types of writing e.g. <i>use of dialogue to indicate geographical and/or historical settings for a story.</i> ▪ Independently read longer texts with sustained stamina and interest. ▪ Recommending books to their peers with detailed reasons for their opinions. ▪ Expressing preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures and traditions. ▪ Learning a wider range of poems by heart. ▪ Preparing poems and playscripts to read aloud and perform using dramatic effects. <p>Understand what they read by:</p> <ul style="list-style-type: none"> ▪ Using a reading journal to record on-going reflections and responses to personal reading. ▪ Exploring texts in groups and deepening comprehension through discussion. ▪ Exploring new vocabulary in context. ▪ Demonstrating active reading strategies e.g. <i>challenging peers with questions, justifying opinions, responding to different viewpoints within a group.</i> ▪ Inferring characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. <i>Point;Evidence;Explanation.</i> ▪ Predicting what might happen from information stated and implied. ▪ Re-read and reads ahead to locate clues to support understanding and justifying with evidence from the text. ▪ Scanning for key information e.g. looking for descriptive words associated with a setting. ▪ Skimming for gist. ▪ Using a combination of skimming, scanning and close reading across a text to locate specific detail. ▪ Identifying how language, structure and presentation contribute to meaning e.g. <i>persuasive leaflet, balanced argument.</i> <p>Discuss / evaluate how authors use language including figurative language, considering the impact on the reader by:</p> <ul style="list-style-type: none"> ▪ Exploring, recognising and using the terms personification, analogy, style and effect. ▪ Explaining the effect on the reader of the authors' choice of language and reasons why the author may have selected these. <p>Distinguish between statements of fact or opinion across a range of texts e.g. <i>first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.</i></p> <p>Participate in discussions about books 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 by:</p> <ul style="list-style-type: none"> ▪ Preparing formal presentations individually or in groups. ▪ Using notes to support presentation of information. ▪ Responding to questions generated by a presentation. ▪ Participating in debates on issues related to reading (fiction/non-fiction). <p>Provide reasoned justifications for their views</p> <ul style="list-style-type: none"> ▪ Justifying opinions and elaborating by referring to the text e.g. <i>Point;Evidence;Explanation</i>