



Year 6 Reading Curriculum



WORD RECOGNITION

AF1 – use a range of strategies, including accurate decoding of text, to read for meaning

In most reading he/she can:

apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words. (NC Appendix 1).

read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. e.g. although, weight, eight.

use a range of strategies effectively to read with fluency, understanding and expression.

read age-appropriate books with confidence and fluency (including whole novels).

read aloud with intonation that shows understanding.

RETRIEVAL

AF2 – understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text

Across a range of reading, he/she is able to:

read, listen to and discuss an increasingly wide range of high quality texts (including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions), building on their own and others' ideas and challenging views courteously.

check the book makes sense to them, discuss their understanding and explore the meaning of words in context.

ask questions to improve their understanding.

distinguish between statements of fact and opinion.

retrieve, record and present information from non-fiction (including: history, geography and science textbooks, information leaflets and theatre programmes).

identify some relevant points, including those selected from different places in the text.

make comments generally supported by relevant textual reference or quotation.

summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

recommend books to their peers supported by reasons for making their choices e.g. 'you would enjoy this because...'

INFERENCE

AF3 – deduce, infer or interpret information, events or ideas from texts

Across a range of reading, he/she is able to:

make inferences such as inferring characters' feelings, thoughts and motives from their actions, based on evidence across the text and justifying inferences with evidence e.g. 'It's all about suffering and how difficult it was for the explorers: the food, weather, communications etc.'

predict what might happen from detail stated and implied using evidence from different parts of the text.

explain and discuss their understanding of what they have read, drawing inferences and deductions and justifying these with evidence, e.g. draw conclusions and find evidence to support their interpretation.

TEXT STRUCTURE

AF4 – identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level

Across a range of reading, he/she is able to:

read books that are structured in different ways and read for a range of purposes

identify how structure contributes to meaning e.g. 'although the author begins in the present by describing the accident first, he goes back in chapter 2 and explains why the child was in the road'

identify how organisation and presentation contributes to meaning e.g. 'the writer uses bullet points for the main reasons'

comment on structural choices showing some general awareness of the authors craft e.g. 'it tells you all the things burglars can do to a house and the last section explains how the alarm protects you'

LANGUAGE

AF5 – explain and comment on writers' use of language, including grammatical and literary features at word and sentence level

Across a range of reading, he/she is able to:

work out the meaning of words from the context.

identify how language, structure and presentation contribute to meaning.

discuss and evaluate the authors use of language, including figurative language and the impact on the reader e.g. disgraceful is a good word to show how upset he is with her behaviour.

identify some basic features of writer's use of language e.g. 'the author uses lots of questions to make you want to read on and find out what happens next'.

learn a range of poetry by heart.

comment on the effect of writer's language choices e.g. 'the images of flowers make the events seem less horrific'

understand and use appropriate terminology to discuss texts e.g. metaphor, simile, analogy, imagery, style and effect.

THEMES AND CONVENTIONS

AF6 – identify and comment on writers' purpose and viewpoints and the overall effect of the text on the reader.

AF 7- relate texts to their social, cultural and historical traditions.

Across a range of reading, he/she is able to:

make comparisons within and across books.

explain and discuss their understanding of what they have read providing reasoned justification for their views.

identify themes and make comparisons within and across texts e.g. loss or heroism - 'These authors explore sorrow and loss of loved ones' or 'In this play, Shakespeare shows us how brave the main character is and he does the same in this play by...'

identify conventions of different types of writing e.g. use of first person in writing diaries and autobiographies.

identify the main purpose in a text, e.g. 'it's all about why going to the dentist is important and how you should look after your teeth'

comment on writer's viewpoint e.g. 'he only tells you good things about the farm and makes the shop sound boring'

comment on overall effect on reader, e.g. 'the way she describes him as "rat like" and "shifty" makes you think he's disgusting'

comment on the effect that the reader's or writer's context has on the meaning of texts, e.g. historical context, place, social relationships.