

Year 6 Reading Medium Term Plan

| Autumn 1 | Objectives covered |
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| Week 1-7 Holes | <p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • increasing 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 • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • 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 • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • 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 • 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 • provide reasoned justifications for their views. |

| Autumn 2 | Objectives covered |
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| Weeks 1, 2, 3 and 4 The Misadventures | <p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to |



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| <p>of Charles Darwin</p> | <p>read aloud and to understand the meaning of new words that they meet.</p> <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none">• continuing to read and discuss an increasingly 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• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context• asking questions to improve their understanding• summarising 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• distinguish between statements of fact and opinion• retrieve, record and present information from non-fiction• provide reasoned justifications for their views. |
| <p>Week 5 and 6 Newspapers</p> | <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none">• identifying and discussing themes and conventions in and across a wide range of writing <p>-understand what they read by:</p> <ul style="list-style-type: none">• making comparisons within and across books• asking questions to improve their understanding• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• identifying how language, structure and presentation contribute to meaning• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader• distinguish between statements of fact and opinion• 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>Week 7 and 8 Suspense narrative extract</p> | <p>Reading Comprehension: Pupils should be taught to:</p> <p>-maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none">• reading books that are structured in different ways and reading for a range of purposes |



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| | <ul style="list-style-type: none"> • increasing 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>-understand what they read by:</p> <ul style="list-style-type: none"> • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • 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 • summarising 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 • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader |
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| Spring 1 | Objectives covered |
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| <p>Week 1-5 Letters from the Lighthouse</p> | <p>Pupils should be taught to:</p> <p>-maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly 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 <p>-understand what they read by:</p> <ul style="list-style-type: none"> • making comparisons within and across books • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • summarising 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 • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • 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 |



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| | <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 provide reasoned justifications for their views. |
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| Spring 2 | Objectives covered |
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| Weeks 1-3 Rose Blanche | <p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books <p>-understand what they read by:</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 asking questions to improve their understanding 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 summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 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 <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> |
| Weeks 4-6 SATs Revision | N/a |

| Summer 1 | Objectives covered |
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| Week 1-3 SATs revision | N/a |
| Week 4 SATs week | N/a |
| Week 5 and 6 Hunger games extract | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • continuing to read and discuss an increasingly 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 • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books -understand what they read by: <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 • asking questions to improve their understanding • 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 • summarising 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 • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • 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 • 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 • provide reasoned justifications for their views. |



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| Summer 2 | Objectives covered |
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| <p data-bbox="245 315 367 376">Week 1-7 Wonder</p> | <p data-bbox="435 315 619 344">Word Reading:</p> <p data-bbox="435 349 756 378">Pupils should be taught to:</p> <ul data-bbox="483 387 1358 521" style="list-style-type: none">• 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. <p data-bbox="435 530 743 560">Reading Comprehension:</p> <p data-bbox="435 564 756 593">Pupils should be taught to:</p> <ul data-bbox="483 602 1390 1709" style="list-style-type: none">• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.• increasing 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• recommending books that they have read to their peers, giving reasons for their choices• identifying and discussing themes and conventions in and across a wide range of writing• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context• asking questions to improve their understanding• making comparisons within and across books• 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• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader• 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• 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• provide reasoned justifications for their views. |



National Curriculum Objectives

Word Reading:

Pupils should be taught to:

- 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.

Reading Comprehension:

Pupils should be taught to:

-maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly 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 myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- 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

-understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- 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
- summarising 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
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- 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
- 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
- provide reasoned justifications for their views.

