



Year 6

What should I know already

See our document outlining reading progression.

Reading behaviours and fluency

- I can ask questions to deepen understanding of a text e.g. can generate a further question based on an initial question that takes the group's thinking further
- I can use technical and other terms needed for discussing what I hear and read e.g. *metaphor, simile, analogy, imagery, style and effect*
- I can justify personal response to particular texts and characters with evidence

What will I know at the end of the year?

I will be able to:

Develop skills in all the key reading skill areas.

- generate open questions to explore a range of possibilities and justifies responses in relation to the text
- express and justify personal preferences regarding significant authors/poets

Questions to help develop reading comprehension

Vocabulary Question

- Find two words which describe the setting
- What other words could the author use to describe the main character?
- How has the author's choice of words made you feel about a character? Why?

Retrieval Questions

- Where does the story take place?
- Who are the characters in the book?
- Through whose eyes is the story told?
- When is the story set?
- What evidence can you find to justify this?

Summarising Questions

- What's the main point in the first paragraph?
- Summarise the main events in the story so far.
- What is the most important sentence in the last section you read? Explain your reasons
- Explain what happened on the last page you read in twelve words or less.

Inference Questions

- How does the main character feel in the book?
- How do you know? How was the setting the author chose important to the story? Explain your view.
- Why has the character acted in the way they have? What clues suggest this?
- What lesson did the character learn?

Prediction Questions

- Using the front cover, what do you think this book will be about? Why? -What might happen next in the story?
- What challenges do you think the characters might face? What information suggests this?
- **Language Questions**
- What adjectives has the author used to describe the main character? What does this tell you about their personality?
- Which words do you like best from the last section you read? Why? Find an example of figurative language in the text (simile, metaphor, personification)- what effect does this create?

Make and use the bookmark below.

"The more that you read, the more things you will know.
The more that you learn, the more places you'll go."

Dr Seuss

Some key reading skills to be developed further are stated below. These will support you in becoming effective and reflective independent readers.

For more detailed information see the reading progression document.

Vocabulary

- analyse, and explain the impact of, authors' techniques and use of language.
- notices where the author uses a wider range of cohesive language to create more sophisticated links between and within paragraphs.

Retrieving

finding information from a book

- retrieves information, referring to more than one place in the text, and where there is competing (distracting) information

Summarising

- summarise competing views
- analyse dialogue at certain points in a story and summarises its purpose e.g. *to explain plot, show character and relationships, convey mood or create humour*
- discuss the main ideas from a text

Inferring

making assumptions about what is happening in a text from what you know

- draws reasoned conclusions from non-fiction texts which present differences of opinion
- distinguishes between implicit and explicit points of view
- provides evidence to explain how themes emerge and conventions are applied in a range of fiction and non-fiction genres

Analysing

- justifies personal response to narratives with suitable expansion
- identifies how authors use a range of narrative structures

Authorial Intent

- justifies agreement or disagreement with narrator's point of view when evaluating a text

Comparing

- explains how a personal response has altered at various points across a text as the narrative viewpoint changes

Class Readers



Some other books used throughout the year:



Arthur Spiderwick's Field Guide

Maggie's Window by Marjorie Drake

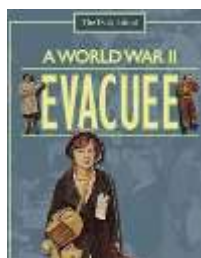


The Giant's Necklace by Michael Morpurgo

Cross-Curricular - example reads

Poetry and Shakespeare

World War Two



Vocabulary

simile

A simile is a figure of speech that makes a comparison, showing similarities between two different things. Uses the words "like" or "as."

metaphor

A metaphor is a comparison which is not literally true. It suggests what something is like by comparing it with something else with similar characteristics.

personification

Personification is when you give an animal or object qualities or abilities that only a human can have.

rhyming couplets

A Rhyming Couplet is two line of the same length that rhyme and complete one thought.

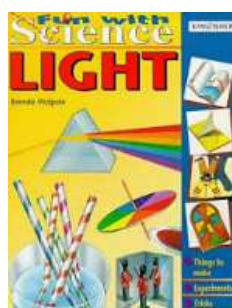
iambic pentameter

Iambic pentameter is a beat or foot that uses 10 syllables in each line.

The Mayans

RE

Science



How to help at home

See the links on our school web site

Useful web links

- Hear your child read daily and record in the Reading Record
- Read to your child
- Ask questions to your child about what they have read
- Visit the local libraries
- Let your child see you read

- www.booktrust.org.uk
- www.bbc.co.uk/education/schools
- www.childliteracy.com
- www.readingrockets.org

READING VIPERS



VOCABULARY

What do the words and suggest about the character, setting and mood?

Which word tells you that...?

Which keyword tells you about the character/setting/mood?

Find one word in the text which means ...

Find the word that is closest in meaning to ...

Find a word or phrase which shows/suggests that...



INFER

Find a group of words which show that...

How do these words make the reader feel?

How does this paragraph suggest this?

What impressions of ... do you get from these paragraphs?

What voice might these characters use?

What was ... thinking when...

Who is telling the story?



PREDICT

From the cover what do you think this text is going to be about?

What is happening now? What happened before this? What will happen after?

What does this paragraph suggest will happen next? What makes you think this?

Do you think the choice of setting will influence how the plot develops?

Do you think...will happen? Yes, no or maybe? Explain your answer using evidence from the text.

READING VIPERS



EXPLAIN

Why is the text arranged in this way?

What structures has the author used?

What is the purpose of this text feature?

Is the use of ... effective?

The mood of the character changes throughout the text. Find the phrases that show this.

What is the author's point of view?

What affect does... have on the audience?

How does the author engage the reader here?

Which section was the most interesting/exciting part?

How are these sections linked?



RETRIEVE

How would you describe this story/text? What genre is it? How do you know?

How did...? How often...? Who is...?

Who had...? Who did...? How ...is ...?

What happened to ...? What does ... do?

What can you learn from ... from this section?

The story is told from whose perspective?



SUMMARISE

Can you number these events 1-5 in the order that they happened?

What happened after ...?

What was the first thing that happened in the story?

Can you summarise in a sentence the opening/middle/end of the story?

In what order do these chapter headings come in the story?