

Year 6 Reading @ St Peter's



Intent

In Year 6, pupils should be able to read aloud a wider range of genres and develop a preference. Most pupils should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity.

Pupils should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

Teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension.

Implementation

Pupil should be able to:

- show understanding through intonation, tone and volume so that the meaning is clear to an audience.
- sit upright at their desk
- read a book independently and with a partner
- track and follow the text using finger or a tracking tool
- respond, *both orally and in written form*, to recall and inference questions asked about the text with increasing confidence
- listen to the views of others and respond by agreeing or disagreeing to their view and give valid reasons
- pupils to use sentence stems when providing evidence and speaking

Word Reading

- **continue** to develop and apply their growing knowledge of **all** root words, prefixes and suffixes (morphology and etymology)
- to **confidently** read aloud and to understand the meaning of **all** new words that they meet
- regularly read with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation
- Read and spell **all** words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between **all common** homophones and other words which are often confused
- continue to **accurately** use a dictionary/thesaurus to check the spelling and meaning of **unfamiliar** words

Comprehension

Develop reading for pleasure, develop motivation and a positive attitudes to reading and understand what they read by:

- **continuing** to read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- **regularly** read books that are structured in different ways and reading for a range of purposes
- **increasing** familiarity with a wide range of books, refer to WCGR overview
- **regularly** use the school library to recommend books that they have read to their peers, giving reasons for their choices
- **confidently** identify and discuss themes and conventions in and across a wide range of writing
- **increasingly and consistently** make comparisons within and across books
- **regularly** prepare poems and plays to perform **demonstrating** reading behaviours

Understand both the books they can read accurately and fluently and those they listen to by:

- **confidently and increasingly** use strategies taught to re-read text to make sense to them, discussing their understanding and exploring the meaning of words in context
- **confidently** ask questions to improve their understanding
- **consistently** explain and identify inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- **accurately** predict what might happen from details stated and implied
- **accurately** summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- **accurately** identifying how language, structure and presentation contribute to meaning
- **accurately** discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- **consistently** distinguish between statements of fact and opinion
- **consistently** retrieve, record and present information from non-fiction
- **confidently** 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
- **accurately** 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
- **accurately** provide reasoned justifications for their views

Impact

By the end of year 6, pupils' reading and writing will be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English. By the end Year 6 most pupils will have developed a pleasure for reading and apply a wide range of skills to be able to read with increased independence. At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils, allowing the focus to be on comprehension. Continuing to read whole books aloud to the children will have enabled them to meet books and authors that they might not have chosen to read themselves. Pupils will be able recognise themes in what they read, such as loss or heroism. They will have had opportunities to compare characters, consider different accounts of the same event and discuss viewpoints. They will be able to identify the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies. Pupils will be able to use the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. Pupils will be confident to use reference books independently to

retrieve information and across a variety of curriculum areas. Pupils will be able to participate in high quality discussions.

SEND

If pupils are struggling with word reading at this stage, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so. It is essential that pupils whose decoding skills are poor are taught through our rigorous and systematic phonics programme 'Little Wandle' so that they catch up rapidly with their peers in terms of their decoding and spelling. Children who need additional word reading or fluency work will be given appropriate intervention which will take place outside of 'whole class guided reading' lessons. This may take the form of a phonics intervention, fluency sessions or reading with a volunteer reader. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

Whole Class Guided Reading

- A mixture of narrative, non-fiction and poetry is covered each term.
- Year 2 to Year 6, reading is taught through daily whole class reading sessions.
- Each week, all pupils are immersed in an ability-appropriate text.
- This may be the whole text or an extract, which is high-quality and language rich.

Throughout the school we structure our lessons using a consistent approach involving the following aspects:

Vocabulary

We place a high emphasis on the importance of high-quality discussion about the text. Every week, each class spends time talking about their text in detail with their teacher. This includes new vocabulary, links to other texts, their own opinions and the authorial intent.

Echo Reading

Pupils are introduced to the text through echo reading, where they are encouraged to copy the prosody of the class teacher. This is to support the children's developing fluency, ensuring that the text is read in the way the author intended. Once the pupils have practised this, they may use text marking for a particular paragraph, which reminds them of the prosody used.

Follow Up

The class teachers plan for the pupils to respond to the text with a task that will immerse them and consequently, further enhance their understanding. This may include role play, further discussion or a written task.

Comprehension

As a school, we teach comprehension through the reading skills (Vocabulary, Inference, Prediction, Explain, Retrieval and Sequence/Summarise).

Story time

Every day, teachers read to their class for 20 minutes. We select books from the Recommended Reads for each year group. This ensures that the class reader is an engaging, age-appropriate text, which introduces the children to different cultures and authors. This time is for pure reading enjoyment!

Book Club

This is a session built in for each class to have the opportunity to talk about books. The teacher may introduce new books to the children and the children may share their favourite books with the class. This will also be an opportunity for children to share their reading journals with the class.

Independent Reading

Throughout the school, we have a book banding system which the children select their 'fluency' book from. In Key Stage Two, the fluency book is closely matched to their word level and accuracy rate. We focus on building the children's fluency, as we know that this has a significant impact on their understanding. From EYFS through to Year 6 children take books home as their 'reading for pleasure' book. In the early years this will be for parents to read and enjoy sharing together, and as the children become more fluent, they will be able to read these books themselves.

Regular reading is encouraged throughout the day. During this time, pupils can choose to read their fluency book or a book for pleasure for fluent, more able readers.

Home Reading

The focus for home reading at St Peter's is to consolidate reading progress and involve parents in their own child's reading. Children will bring home 2 types of books. In Key Stage Two, the fluency book is closely matched to their word level and accuracy rate. We also provide the opportunity for each child to self-select their own reading books, within an appropriate reading level, so that children can develop a reading habit, have views on the books, authors or genres they enjoy and are able to read for pleasure.

Additional reading support for vulnerable children

- We timetable daily phonics lessons for any child in Year 2 and above who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Rapid Catch-up assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-up resources – at pace.
- These short, sharp lessons last 15-20 minutes daily and have been designed to ensure children quickly catch up to age-related expectations in reading.

We acknowledge pupils who need additional reading support through on-going formative and summative assessment. The lowest 20% of readers in each year group are heard regularly by an adult. This includes reading to a teacher, a teaching assistant, or a volunteer. Our volunteers are trained to support our pupils, so that they have an impact on their reading development. We also identify spotlight pupils to take part in our Little Wandle catch-up interventions.

	Year 6 key reading skills	Year 6 possible question stems
Vocabulary	• evaluate how the authors' use of language impacts upon the reader • find examples of figurative language and how this impacts the reader and contributes to meaning or mood. • discuss how presentation and structure contribute to meaning. • explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.	• What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? Do you think they intended to? • Can you find examples of simile, metaphor, hyperbole or personification in the text? • Why has the text been organised in this way? Would you have done it differently? • What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why?
Inference	• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • discuss how characters change and develop through texts by drawing inferences based on indirect clues. • make inferences about events, feelings, states backing these up with evidence. • infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text	• What do you think... means? Why do you think that? Could it be anything else? • I think....; do you agree? Why/why not? • Why do you think the author decided to...? • Can you explain why...? • What do these words mean and why do you think that the author chose them? • How do other people's descriptions of ...show that...? • Where else in the text can we find the answer to this question?
Prediction	• predicting what might happen from details stated and implied • support predictions by using relevant evidence from the text • confirm and modify predictions in light of new information.	• Can you think of another story with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story?
Explaining	• provide increasingly reasoned justification for my views • recommend books for peers in detail • give reasons for authorial choices • begin to challenge points of view • begin to distinguish between fact and opinion • 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 • explain and discuss their understanding of what they have read, including through formal presentations and debates. • distinguish between fact, opinion and bias explaining how they know this.	• What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Does this story have a moral? • Which is better and why? • Can you identify where the author has shown bias towards a particular character? • Is it fact or is it opinion? How do you know? • How does the author make you feel at this point in the story? Why did they do that? • Can you explain it in a different way?
Retrieval	• Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. *They use evidence from across whole chapters or texts • Read a broader range of texts including myths, legends, stories from other cultures, modern	• Find the... in this text. Is it anywhere else? • Can you skim the next... and find me the answer to...? • When/where is this story set? Find evidence in the text.

	fiction, plays, poetry and archaic texts. • Retrieve, record and present information from a wide variety of non-fiction texts. • Ask my own questions and follow a line of enquiry.	• Find the part of the story that best describes the setting. • What do you think is happening here? Why? • Who is telling this story? • What genre is...? • Can you look at these other texts and find me what is similar and what is different?
Summarise	• summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas • make comparisons across different books. • summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.	• What is the main point of the text? • Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else? • Sum up what has happened so far in... words/seconds or less. • Can you read the text and summarise what has happened? • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes?