

Key Learning in Reading: Year 6

Word Reading	Comprehension
- 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. - As above and: - 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.	- Maintain positive attitudes to reading and understanding what they read by: - 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 Carrie's War and Goodnight Mr Tom. - 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. - Understand what they read by: - 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>. - Discuss / evaluate how authors use language including figurative language, considering the impact on the reader by: - 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. - 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>. - Participate in discussions about books 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 by: - 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). - Provide reasoned justifications for their views - Justifying opinions and elaborating by referring to the text e.g. <i>Point;Evidence;Explanation</i>