

Reading Curriculum Y6 Expectations

By the end of **Upper KS2** the children should be able to:

- **Recommend** books to peers, **giving reasons** for choices.
- **Identify** and discuss **themes and conventions** in and across a wide range of writing.
- **Make comparisons** within and across books.
- Learn a wide range of poetry by heart.
- Prepare 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.
- Check that the book makes sense to you, **discussing, understanding and exploring the meaning of words in context**.
- **Ask questions** to improve understanding.
- **Draw inferences** such as inferring characters' feelings, thoughts and motives from their actions, justifying inferences with evidence.
- **Predict** what might happen from details stated and implied.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- **Identify how language, structure and presentation contribute to meaning**.
- Discuss and evaluate how authors use language, including **figurative language**, considering the impact on the reader.
- Retrieve and record information from non-fiction works.
- **Participate in discussion about books**, taking turns and listening and responding to what others say.
- Distinguish between statements of fact and opinion.
- Provide **reasoned justifications** for views.



Vocabulary Building Y6

Spoken Word

Words containing taught phonics and spelling rules

vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious, official, special, artificial, partial, confidential, essential, observant, observance (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial), innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential), assistant, assistance, obedient, obedience, independent, independence, adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration), changeable, noticeable, forcible, legible, dependable, comfortable, understandable, reasonable, enjoyable, reliable, possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly, referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference, co-ordinate, re-enter, co-operate, co-own, deceive, conceive, receive, perceive, ceiling, ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough, doubt, island, lamb, solemn, thistle, knight

Homophones and other words that are often confused

advice/advise device/devise licence/license practice/practise prophecy/prophesy farther: further. father: a male parent
guessed: past tense of the verb guess. guest: visitor
heard: past tense of the verb hear. herd: a group of animals
led: past tense of the verb lead. lead: present tense of that verb, or else the metal which is very heavy
morning: before noon. mourning: grieving for someone who has died
past: noun or adjective referring to a previous time (e.g. in the past) or preposition or adverb showing place (e.g. he walked past me)
passed: past tense of the verb 'pass' (e.g. I passed him in the road)
precede: go in front of or before. proceed: go on
principal: adjective - most important. noun - important person. principle: basic truth or belief
profit: money that is made in selling things. prophet: someone who foretells the future
stationary: not moving. stationery: paper, envelopes etc.
steal: take something that does not belong to you. steel: metal
wary: cautious. weary: tired
who's: contraction of who is or who has. whose: belonging to someone

Key Objectives

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, roleplay/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

Word Reading Y6

Y6 Below (Refer to Y5)

- Read a range of books at an age appropriate level.
- Use knowledge of root words to work out the meanings of unfamiliar words
- Apply knowledge of prefixes to understand the meaning of new words: dis-, re-, pre-, mis-, over-
- Use suffixes to understand meanings: -ant, -ance, -ence, -ent, -ency, -ible, -able, -ably.
- Read and understand words from the Year 5 Word List.

Y6 Expected

- Read books at an appropriate age and interest level
- Work out unfamiliar words by focussing on all the letters in the word. E.g. not reading invitation for imitation
- Use knowledge of root words, prefixes and suffixes to investigate how a word changes e.g.: un + happy + ness, dis + respect + ful, re + engage + ment.
- Use suffixes to understand meanings e.g. -cious, -tious, -tial, -cial.
- Use etymology to help with the pronunciation of new words e.g. chef, machine, chalet (French in origin)
- Read and understand words from the Year 6 list

Y6 Greater Depth

- Independently, applies in depth knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.

Comprehension Y6

| | Y6 Below (Refer to Y5) | Y6 Expected | Y6 Greater Depth |
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| Range of Reading | <ul style="list-style-type: none"> • Continue 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 • making comparisons within and across books • Listen to and discuss a range of books that they might not choose to read themselves • Listen to novels read aloud by the teacher from an increasingly wide range of authors • Recommend books to their peers with reasons for their choices. • Read books that are structured in different ways for a range of purposes • Prepare poems and play scripts to read aloud to an audience ensuring that the meaning is clear through their retelling. | <ul style="list-style-type: none"> • Listen to a read and increasingly wide range of fiction, non-fiction, poetry and plays • Listen to a range of challenging novels read to them by their teacher • Independently read longer texts with sustained stamina and interest • Recommend books or authors to their peers with detailed reasons for their opinions • Express preferences about a wider range of books including classical texts, books from our literary heritage (Beowulf) and books from other cultures • Learn a wider range of poems by heart. • Prepare play scripts and perform for dramatic effect | <ul style="list-style-type: none"> • Give a personal response to a range of literature and nonfiction texts, stating preferences and justifying them. • Explain how and why a text has impact on a reader. • Identify how characters change during the events of a longer novel. • Explain the key features, themes and characters across a text. • Compare and contrast characters, themes and structure in texts by the same and different writers. • Explain the author's viewpoint in a text and present an alternative point of view. •Present a counter-argument in response to others' points of view using evidence from the text and explanation (Point, Evidence, Explanation). •Re-present collated information. |
| Familiarity with Texts | <ul style="list-style-type: none"> • Explore themes within and across different texts. • Express preferences for books or authors with which they are familiar • Learn and know by heart a range of poems by familiar poets. • Distinguish between fact and opinion within a text. • Identify how language, structure and presentation contribute to meaning e.g.: formal letter, informal diary or persuasive speech. • Analyse the features and conventions of different types of writing: the use of first person in autobiographies and diaries. | <ul style="list-style-type: none"> • Analyse different types of writing: e.g. a balanced argument or persuasive leaflet. • Analyse the conventions of different types of writing: the historical setting of a story or use of dialogue | <ul style="list-style-type: none"> • Independently, explains effectiveness and impact on the reader of the writer's language choices. • Recognises when a word or phrase has more than one layer of meaning. • Refers to language and theme when justifying their views and identifies and describes style and technical terms of individual writers or poets, for example, metaphor, simile, analogy, imagery, style and effect. • Selects sentences, phrases and relevant information to support their view without support. • Evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes. |

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| Summarising | <ul style="list-style-type: none"> • Children are beginning to be able to identify and talk about the themes across a range of different types of text including electronic texts. • They are developing their understanding and skill in summarising. • They are beginning to be able to choose details from a text that are useful in summarising the main points of one text or several texts. • Summarise the main ideas from more than one paragraph and identify key details to support this. | <ul style="list-style-type: none"> • Children are able to identify and talk about the themes across a range of different types of text including electronic texts. • They can summarise effectively when answering questions and when comparing across texts. • They can choose details from a text that can support the main points of one text or several texts when summarising. • Retrieve, record, summarise, make notes and present information from non-fiction to other types of texts. | |
| Monitoring Meaning | <ul style="list-style-type: none"> • Children are beginning to realise when a book or whole text does not make sense to them so that they can reread or change their reading pace. • Through close reading of text, re-read and read ahead to locate clues and support understanding • Children can explain the meaning of words from the word's context and also through their knowledge of prefixes and suffixes. • Scan for key words and text mark to locate information • Children can read aloud with fluency and appropriate pace through most of a text. • Demonstrate active reading strategies e.g. noting their own ideas and thoughts in a Reading Journal • Explain the meaning of words within the context of the text • Check that the book makes sense and demonstrate this through the use of a Reading Journal • Use the punctuation to determine intonation and expression when reading aloud to a range of audiences | <ul style="list-style-type: none"> • Children realise when a book or whole text does not make sense to them so that they can reread or change their reading pace. • They can read aloud with fluency and appropriate pace throughout the whole text. • They can explain the meaning of words from the word's context and also through their knowledge of synonyms and antonyms. • Identify how language and structure and presentation contribute to the meaning. • Use skimming and scanning to locate information and specific details quickly • Scan for specific information: phrases that tell you that a character is frustrated or words or phrases that tell you that the theme park is exciting. • Skim for the gist • Explain the meaning of new vocabulary within the context of the text • Demonstrate active reading strategies by challenging their peers or responding to different viewpoints within the group | |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding and Questioning</p> | <ul style="list-style-type: none"> • The children understand that there are questions they can ask where the answer will be in the text (Thin questions - Right Here) and questions where the answer is in the text but needs more thought and possibly more than one answer (Thick questions - Think and Search). • The children begin to ask questions about a longer text e.g. what the main idea is and identify some of the details that contribute to this. • The children can ask deeper questions about a text or a character using question stems. | <ul style="list-style-type: none"> • The children ask questions about a longer text e.g. what the main idea is and identify the details that contribute to this. • The children can ask deeper questions with a wider range e.g. the intentions /purpose of the author. • Use a Reading Journals to record on-going thoughts and opinions about a text • Explore texts within a group and record reflections, discussing themes and deepening understanding. • Justify opinions and elaborate by referring to the text using point, evidence, explanation • Distinguish between fact and opinion | |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Making Connections Inference</p> | <ul style="list-style-type: none"> • Children are beginning to be able to decide which of their own experiences and knowledge are useful in understanding feelings, thoughts and motives and which are not. • Infer characters' feelings, thoughts and motives from their actions and justify their inferences with evidence • Children can infer a character's feelings, thoughts and motives from their actions. • Justify opinions and elaborate by referring to the text e.g. using point, evidence and explanation • They can identify the words and phrases that are useful as evidence for their inferences. • Explore, recognise and use the terms metaphor, simile and imagery | <ul style="list-style-type: none"> • Children are able to decide which of their own experiences and knowledge are useful in understanding feelings, thoughts and motives and which are not. • They are able to use words and phrases from different parts of the text as evidence for their inferences. • Explore and recognise the terms: personification, metaphor, analogy, style and effect • Provide justified reasons for views • Infer characters' feelings, thoughts and motives from their action and justifying their opinion using: point, evidence, explanation. • Make comparisons within and across texts such as similar events in different books: <i>Carrie's War</i> and <i>Goodnight Mr. Tom</i> • Compare texts written in different periods. • Compare characters within and across texts • Recognise themes within and across texts: hope, survival, fortune, peace | |

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| Prediction | <ul style="list-style-type: none"> • Children can make predictions in a range of texts using text, picture or text features using sentence prompts. • They are beginning to use prior knowledge to support their predictions. • They can discuss how predictions help them to understand the text. • Predict what might happen from information that is both stated and implied. | <ul style="list-style-type: none"> • Children can make predictions in a range of texts using a variety of evidence. • They can revise, adjust and refine their predictions in the light of further reading. • Predict what might happen by what is implied within the text | |
| Authorial Intent | <ul style="list-style-type: none"> • Explain the effect on the reader of the authors' choice of language. | <ul style="list-style-type: none"> • Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques | |
| Visualising | <ul style="list-style-type: none"> • Children can discuss feelings, thoughts and motives of characters using their visualisations for evidence. • Children can retrieve and record information from non-fiction through visualisations for a specified purpose. | <ul style="list-style-type: none"> • Children can discuss feelings, thoughts and motives of characters using their visualisations for evidence. • Children can retrieve and record information from non-fiction through visualisations and discuss the reason for choosing the information. | |
| Discussing Reading | <ul style="list-style-type: none"> • Participate in discussions about books that are read to them and those who 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. • Prepare formal presentations individually or in groups. • Use notes to support presentation of information. • Respond to questions generated by a presentation • Participate in debated on an issue related to reading (fiction or nonfiction) | <ul style="list-style-type: none"> • Participate in discussions about books, building on their own and others' ideas and challenging views with evidence • Explain and discuss, debate and prepare presentations • Use notes to support presentations • Respond to questions raised in response to a presentation • Debate a variety of issues and be able to articulate both sides of the argument. | |