

Delves Lane Primary – Y6 Reading Long Term Plan - Reading

Text Type



<p>Range of reading</p>	<p>*Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference books or text books *Read books that are structured in different ways and reading for a range of purposes</p>	<p>Within Guided Reading, Accelerated reading, Literacy, wider curriculum</p>	
	<p>Guided Reading – Reading Explorers Accelerated Reading/one to one reading DEAR Talk 4 Writing Home readers</p>		
<p>Decode Use a range of strategies, including accurate decoding of text, to read for meaning</p>	<p>*apply their growing 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</p>	<p>Ongoing through GR lessons</p>	
<p>Skim and scan Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text</p>	<p>* 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 to support the main ideas *Retrieve, record and present information from non-fiction text</p>	<p>Arachnophobia Dingle Village Record Breakers Rhodes Roald Dahl The Gunpowder Plot</p>	
<p>Read between the lines Deduce, infer or interpret information, events or ideas from texts</p>	<p>*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 or implied *Distinguish between statements of fact and opinion *Explain and discuss their understanding of what they have read , including through formal presentations debates meaning a focus on the topic and using notes where necessary</p>	<p>The Virus A Great Escape Tea Time for Tyler The Eagle The Peppermint Pig Tv or not Tv? Horror at Fang Rock I am who I am Beddgelert UFO Alert A Penny for your Thoughts Abandon Ship!</p>	<p>Snot Science The Warlock's Whiskers My Brother Jack How I learn to Spell Mayday, Mayday The Launch Charlotte's Web On Your Bike Winds of Change A Recipe for Disaster A Class Act Ozymandias of Egypt</p>
<p>Structure Identify and comment on the structure and organisation of texts, including grammatical</p>	<p>*Increasing their familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fictions from our literacy heritage and books from other cultures and traditions * Identifying a range of themes and conventions in a wide range of book *Identify and discuss themes and conventions in and across a wide range of writing *Provide justification for their views</p>	<p>Ongoing through GR Literacy lessons Wider curriculum lessons</p>	

and presentational features at text level		
Language choices Explain and comment on the writers' use of language, including grammatical and literary features at word and sentence level	*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	The Wind in The Willows by Kenneth Grahame Gulliver's Travels by Jonathan Swift The Hound of the Baskervilles by Sir Arthur Conan Doyle Daffodils by William Wordsworth Pinocchio by Carlo Collodi The Adventure of Tom Sawyer by Mark Twain F is for Fox by Carol Ann Duffy Robinson Crusoe by Daniel Defoe Street Child by Berlie Doherty Kidnapped by Robert Louis Stevenson Macbeth by William Shakespeare The Snow Goose by Paul Gallico
Authorial Intent Identify and comment on the writers' purposes and viewpoints, and the overall effect	*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	
Text and the World Relate texts to their cultural and historical contexts and literary traditions.	*Participate in discussions about books that are read to them and those they can read themselves, building on their own and others' ideas and challenging views courteously *Making comparisons within and across books	Ongoing through curriculum lessons
Poetry and Performance	*learn a wider range of poetry by heart *Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that their meaning is clear to an audience	Poets to study: Charles Causley Carol Ann Duffy Ted Hughes