



St. Walburga's Catholic Primary School
Reading Scheme



YEAR 6	AUTUMN	SPRING	SUMMER
TOPICS	World War I Natural Disasters	Mission Mysterious Crime and Punishment	
TEXTS	F - Holes by Louis Sachar F – A Cloudy Lesson [<i>Literacy Shed</i>] N/F - Greta's Story by Valentina Camerini P – War Poems F – Flood F – Alma [<i>Literacy Shed</i>] F – Malamander by Thomas Taylor	F - Windrush Child by Benjamin Zephaniah P – Windrush Child by J. Agard F – The Journey by F. Sanna F - Skellig by David Almond F - Boy in the Tower by Polly Ho-Yen [fable]	F – The White Giraffe by Lauren St. John F - Wonder by R. J. Polacio

SKILLS/DOMAINS	SKILLS	SUGGESTED ACTIVITIES
Word Reading: Phonics and Decoding	<ul style="list-style-type: none"> Read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes, (etymology and morphology), and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. Read silently for a sustained period of time and be able to comment on what they've read. 	<p>General objectives covered verbally throughout the year</p> <p>Create new words from given root words using suffixes and prefixes.</p>
Word Reading: CEWs	<ul style="list-style-type: none"> Read all Y5 and Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. 	<p>Pupils underline/record root word within unknown words</p> <p>Reading Diary/Log</p>
Word Reading: Fluency	<p>At the start of KS2, teaching comprehension will be taking precedence over teaching word reading directly. Any focus on word reading will be supporting the development of vocabulary.</p> <p>NB - Children working significantly below age-related expectations will have teaching intervention and differentiated support to enable them to reach age-related expectations as quickly as possible. [Following the School Reading Scheme].</p>	
Comprehension Words in Context and Authorial Choice [Vocabulary]	<ul style="list-style-type: none"> Analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect, (e.g. <i>explore, recognise and use the terms personification, analogy, style and effect; explain the effect of unusual, surprising or dramatic language choices</i>). Make use of prior knowledge and draw on what they already know or on background information and vocabulary provided by the teacher Infer meanings of an increasing number of unfamiliar words by using clues in the text. Identify, discuss and collect words and phrases that capture the reader's interest and imagination. 	<p>General objectives covered verbally throughout the year</p> <p>Reading Diary/Log</p> <p><i>Literacy Shed Plus</i></p>
Comprehension Inference	<ul style="list-style-type: none"> Consider different accounts of the same event and discuss viewpoints, (both of authors and of fictional characters). Discuss how characters change and develop through texts by drawing inferences based on indirect clues, (e.g. <i>focus on interactions between characters and what this shows about their relationships, thoughts, motives etc, such as a character nodding in agreement, sounding concerned/ interested when they are planning on doing the exact opposite but do not want to be suspected</i>). 	<p>Previous KS2 SAT papers</p> <p><i>Ninja Comprehension</i></p>
Comprehension Prediction	<ul style="list-style-type: none"> Make predictions based on details stated and implied, justifying them in detail with evidence from the text, (such as <i>how a change of setting or situation within a story may affect how a character behaves; predict events in stories from other cultures using knowledge of customs and beliefs</i>). Make accurate predictions using experience of reading books by the same author or similar genres (e.g. <i>predict the plot structure of a mystery story and what might happen to the main characters based on reading of other mystery stories</i>). 	
Comprehension Comparing, Contrasting and Commentating [Explain/Retrieve]	<ul style="list-style-type: none"> Regularly read for pleasure, discussing, comparing, and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. Read longer texts with sustained stamina and interest. Explain the importance of reading for a range of purposes. Identify the characteristics of text types and compare differences between text types. Participate in discussions about books that are read to them and those they can read for themselves, reflecting on their own and others' ideas and challenging views courteously, (including in reading groups). 	



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	<ul style="list-style-type: none"> • Discuss reading habits and plan personal reading goals, recommend books that they have read to their peers, giving detailed reasons for their choices (making links to personal reading choices and reasons for these). • Make comparisons within and across books (e.g. settings; themes; different accounts of similar events in different books [such as being an evacuee in 'Carrie's War' and 'Goodnight Mr. Tom']; viewpoints of different authors of the same event). • Recognise more complex themes and conventions in what they read (such as loss or heroism, stereotypes). • Identify how writers use more complex structures that do not have simple linear chronology, (e.g. flash-forward, back-story, parallel narratives). • Explain, discuss and summarise their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic, and using notes where necessary. • Listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. 	
Poetry and Performance	<ul style="list-style-type: none"> • Confidently perform texts (including poems learnt by heart) using a wide range of devices (intonation, tone and volume), to engage the audience and for effect, (individually and together). • Recognise and compare an increasing range of poetry structures, (e.g. free verse, narrative poetry, sonnets, renga, ballad, monologues, couplets), commenting on how their structure influences meaning. • Comment on how their structure influences meaning. 	
Non-Fiction	<ul style="list-style-type: none"> • Retrieve, record and present information from non-fiction texts, using a combination of skimming for gist, scanning and close reading across a text to locate a specific detail [from more than one point of reference in the text] (e.g. use contents page, index, headings and subheadings). • Use non-fiction materials for purposeful information retrieval, (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review). • Distinguish between statements of fact and opinion, (e.g. compare facts and opinions in a first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook). • Use dictionaries to check the meaning of words that they have read. 	Speed retrieval. Who can point to specific words in shortest time prior to answering verbal question?