

## Key Learning in Reading: Year 6

Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"> <li>▪ 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>.</li> <li>▪ Use suffixes to understand meanings e.g. <i>-cious, -tious, -tial, -cial</i>.</li> <li>▪ Read and understand meaning of words on Y5/6 word list – see bottom.</li> <li>▪ Use etymology to help the pronunciation of new words e.g. <i>chef, chalet, machine, brochure – French in origin</i>.</li> <li>▪ Employ dramatic effect to engage listeners whilst reading aloud.</li> <li>▪ Read extensively for pleasure.</li> <li>▪ Skim texts to ascertain the gist.</li> <li>▪ Use a combination of scanning and close reading to locate information.</li> </ul> <p>As above and:</p> <ul style="list-style-type: none"> <li>▪ Evaluate texts quickly in order to determine their usefulness or appeal.</li> <li>▪ Understand underlying themes, causes and consequences within whole texts.</li> <li>▪ Understand the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives).</li> <li>▪ Recognise authors' techniques to influence and manipulate the reader.</li> </ul>	<p>As above and:</p> <p>Maintain positive attitudes to reading and understanding what they read by:</p> <ul style="list-style-type: none"> <li>▪ Listening to, reading and discussing an increasingly wide range of fiction, poetry, plays and non-fiction.</li> <li>▪ Regularly listening to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.</li> <li>▪ Recognising themes within and across texts e.g. <i>hope, peace, fortune, survival</i>.</li> <li>▪ Making comparisons within and across texts e.g. similar events in different books, such as being an evacuee in <i>Carrie's War</i> and <i>Goodnight Mr Tom</i>.</li> <li>▪ Comparing texts written in different periods.</li> <li>▪ 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>.</li> <li>▪ Independently read longer texts with sustained stamina and interest.</li> <li>▪ Recommending books to their peers with detailed reasons for their opinions.</li> <li>▪ 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.</li> <li>▪ Learning a wider range of poems by heart.</li> <li>▪ Preparing poems and playscripts to read aloud and perform using dramatic effects.</li> </ul> <p>Understand what they read by:</p> <ul style="list-style-type: none"> <li>▪ Using a reading journal to record on-going reflections and responses to personal reading.</li> <li>▪ Exploring texts in groups and deepening comprehension through discussion.</li> <li>▪ Exploring new vocabulary in context.</li> <li>▪ Demonstrating active reading strategies e.g. <i>challenging peers with questions, justifying opinions, responding to different viewpoints within a group</i>.</li> <li>▪ Inferring characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. <i>Point;Evidence;Explanation</i>.</li> <li>▪ Predicting what might happen from information stated and implied.</li> <li>▪ Re-read and reads ahead to locate clues to support understanding and justifying with evidence from the text.</li> <li>▪ Scanning for key information e.g. looking for descriptive words associated with a setting.</li> <li>▪ Skimming for gist.</li> <li>▪ Using a combination of skimming, scanning and close reading across a text to locate specific detail.</li> <li>▪ Identifying how language, structure and presentation contribute to meaning e.g. <i>persuasive leaflet, balanced argument</i>.</li> </ul> <p>Discuss / evaluate how authors use language including figurative language, considering the impact on the reader by:</p> <ul style="list-style-type: none"> <li>▪ Exploring, recognising and using the terms personification, analogy, style and effect.</li> <li>▪ Explaining the effect on the reader of the authors' choice of language and reasons why the author may have selected these.</li> </ul> <p>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>.</p> <p>Participate in discussions about books building on their own and others' ideas and challenging views courteously.</p> <p>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:</p> <ul style="list-style-type: none"> <li>▪ Preparing formal presentations individually or in groups.</li> <li>▪ Using notes to support presentation of information.</li> <li>▪ Responding to questions generated by a presentation.</li> <li>▪ Participating in debates on issues related to reading (fiction/non-fiction).</li> </ul> <p>Provide reasoned justifications for their views</p> <ul style="list-style-type: none"> <li>▪ Justifying opinions and elaborating by referring to the text e.g. <i>Point;Evidence;Explanation</i></li> </ul>