



# Year 6 Reading Medium Term Plan



	Theme	Genre	NC Learning Objectives	VIPERS SKILLS
Aut 1	Wars of the World	<i>The Day the Crayons Quit</i>  <b>Persuasive letter</b>	National Poetry Day <ul style="list-style-type: none"> <li>learning a wider range of poetry by heart</li> <li>preparing 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</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<b>Retrieval focus</b> <ul style="list-style-type: none"> <li>Use a range of navigational features to efficiently locate information</li> <li>Confidently skim and scan a range of texts to retrieve specific information</li> <li>Retrieve information from more than one section of the text- across whole chapters or texts</li> <li>Retrieve, record and present information from a wide variety of fiction and non-fiction texts</li> <li>Ask their own questions and follow a line of enquiry.</li> </ul> <b>Vocabulary- ongoing across the year</b> <ul style="list-style-type: none"> <li>Evaluate how the author's use of language impacts upon the reader</li> <li>Find examples of figurative language and how this impacts the reader and contributes to meaning or mood.</li> <li>Discuss how presentation and structure contribute to meaning.</li> <li>Explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.</li> </ul>
		<i>The Piano</i>  <b>Flashback narrative</b>  + Additional World War texts including diaries.	<ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.</li> </ul>

Areas identified by PiXL Assessments - individual, group and whole class level will offer targeted therapies



Aut 2	I have a dream	<i>Skellig</i> Description Narrative	<ul style="list-style-type: none"><li>identifying and discussing themes and conventions in and across a wide range of writing</li><li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li><li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li></ul>	<b>Inference/Prediction focus</b> <ul style="list-style-type: none"><li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text</li><li>Discuss how characters change and develop through texts by drawing inferences based on indirect clues</li><li>Make inferences about actions, feelings and events-backing these up with evidence from the text.</li><li>Infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made</li><li>Draw evidence from different places across the text</li><li>Explore the meaning inferred in figurative language</li></ul>
		<i>Darwin's Dragons</i> - Lindsay Galvin  <i>Description/Narrative</i> <i>Diary</i> <i>Biography</i> <i>Non-chronological report</i> <i>Debate</i>	<ul style="list-style-type: none"><li>To consider a novel as a whole.</li><li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>predicting what might happen from details stated and implied</li><li>identifying how language, structure and presentation contribute to meaning</li><li>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</li><li>provide reasoned justifications for their views</li></ul>	<ul style="list-style-type: none"><li>Predict what might happen from details stated and implied</li><li>Explore the likelihood of a suggestion being correct</li><li>Justify predictions from details stated and implied</li><li>Confirm and modify predictions in light of new information.</li></ul>

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<p><b>Spr 1</b></p>	<p><b>A World of Bright Ideas</b></p>	<p><b>Harry Potter</b></p> <p><i>Atmospheric description</i> <i>Persuasive advert</i> <i>Narrative</i> <i>Non-chron</i> <i>Newspaper report</i></p>	<ul style="list-style-type: none"> <li>• making comparisons within and across books</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• retrieve, record and present information from non-fiction</li> </ul>	<p><b>Inference focus</b></p> <ul style="list-style-type: none"> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text</li> <li>• Discuss how characters change and develop through texts by drawing inferences based on indirect clues</li> <li>• Make inferences about actions, feelings and events- backing these up with evidence from the text.</li> <li>• Infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made</li> <li>• Draw evidence from different places across the text</li> <li>• Explore the meaning inferred in figurative language</li> </ul>
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<p><b>Spr 2</b></p>	<p><b>In Your Element</b></p>	<p><i>Pandora</i></p> <p><b>Non-chronological report</b></p> <p>World Book Day (March)</p>	<ul style="list-style-type: none"> <li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• retrieve, record and present information from non-fiction</li> <li>○ recommending books that they have read to their peers, giving reasons for their choice</li> </ul>	<p><b>Explain focus:</b></p> <ul style="list-style-type: none"> <li>• Provide increasingly reasoned justification for their views</li> <li>• Recommend books for peers in detail</li> <li>• Give reasons for authorial choices</li> <li>• Begin to challenge points of view</li> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates</li> <li>• Distinguish between fact, opinion and bias providing reasoned explanations for their views</li> </ul>
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Sum 1	And the Band played On	<p><i>SATs build therefore greater focus on reading and grammar.</i></p> <p><b>SATS Wk - Wk 4</b></p> <p><i>Skysteppers</i> - Katherine Rundell</p>	<ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<p><b>Summarise focus/Sequence focus</b></p> <p><b>SEQUENCE</b></p> <ul style="list-style-type: none"> <li>Discuss the sequence of events in both linear and non-linear texts and consider how these relate to one another within the text</li> </ul> <p><b>SUMMARISE</b></p> <ul style="list-style-type: none"> <li>Summarising the main ideas (gist) drawn from more than one paragraph, section or entire text, identifying key details to support the main ideas</li> <li>Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</li> <li>Make comparisons across different books.</li> <li>Summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs</li> </ul>
		<p><i>For the Birds</i> (Lit Shed video)</p> <p><b>Persuasive argument (letter)</b></p>	<ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<p><b>Vocabulary- ongoing</b></p> <ul style="list-style-type: none"> <li>Evaluate how the authors' use of language impacts upon the reader</li> <li>Find examples of figurative language and how this impacts the reader and contributes to meaning or mood.</li> <li>Discuss how presentation and structure contribute to meaning.</li> <li>Explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.</li> </ul>
		<p><i>The Lighthouse</i></p> <p><b>Narrative</b></p>	<ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	

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Sum 2		<i>Fantastic Beasts and Where to Find Them</i> Non-chronological report	<ul style="list-style-type: none"> <li>retrieve, record and present information from non-fiction</li> </ul>	<p><b>Review- VIPERS</b> Ensure all VIPERS skills have been covered and revisited as necessary Review and revise key reading skills that are areas of weakness for cohort.</p>
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**YEAR 5-6 National Curriculum Objectives- READING**

<p><b>Reading - Word Reading</b></p> <p>Ongoing NC Objectives covered throughout</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet</li> </ul>
<p><b>Reading - Comprehension</b></p> <p>Ongoing NC Objectives covered throughout</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>maintain positive attitudes to reading and an understanding of what they read by:             <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> </ul> </li> <li>understand what they read by:             <ul style="list-style-type: none"> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>asking questions to improve their understanding</li> <li>summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> </ul> </li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>distinguish between statements of fact and opinion</li> <li>participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>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</li> <li>provide reasoned justifications for their views</li> </ul>