



Long-Term Planning: Reading

2023-24



Year Group	Year 6
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AUTUMN TERM

Date	Shared Reading Text	Genre	Focused Session Objective (Skills and Knowledge)	Extra Notes (Optional)
29.08.23	Assessments			
04.09.23			Visualisation	Can compare drawings with each other and then with the book illustrations Our picture is continually moving/changing
11.09.23	Polar Region	Non-fiction	Phrasing	Phrasing
18.09.23	Polar Region	Non-fiction	Phrasing	Phrasing
25.09.23	Polar Region	Non-fiction	Grammar for reading	Pronoun tracking
02.10.23	Titanic	Non-fiction	Grammar for reading	Conjunctions: check that children understand the meanings of e.g. but, although
09.10.23	Titanic	Non-fiction	Skimming	Skim quickly to pick up key words and messages
Half Term				
23.10.23	LS Stage 5	Non-fiction	Scanning	What is the key word? Fastest finger first to find the word and then read the whole sentence slowly to find the answer
30.10.23	LS Stage 5	Non-fiction	Inference	
06.11.23	LS Stage 5	Fiction	Inference	
13.11.23	LS Stage 5	Fiction	Gist – re-telling in own words	
20.11.23	LS Stage 5	Fiction	Vocabulary in context	
27.11.23	LS Stage 5	Fiction	Author's choice of language	
04.12.23	LS Stage 5	Fiction	Text organisation	Graphic organiser – how is text organised?
11.12.23	LS Stage 5	Fiction	Form/Genre	
18.12.12	LS Stage 5	Fiction	Form/Genre	

N.C Objectives: Please highlight once covered at the end of the term.

Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English appendix 1](#), both to read aloud and to understand the meaning of new words that they meet

Comprehension

- maintain positive attitudes to reading and an understanding of what they read by:
 - continuing 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
 - 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
 - recommending books that they have read to their peers, giving reasons for their choices
 - identifying and discussing themes and conventions in and across a wide range of writing
 - making comparisons within and across books
 - learning a wider range of poetry by heart
 - 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
- understand what they read by:
 - 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
 - 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 and implied
 - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
 - 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
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- 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
- 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
- provide reasoned justifications for their views

SPRING TERM

Date	Shared Reading Text	Genre	Focused Session Objective (Skills and Knowledge)	Extra Notes (Optional)
08.01.24		Fiction (Poetry)	Visualisation	Can compare drawings with each other and then with the book illustrations Our picture is continually moving/changing
15.01.24		Fiction (Poetry)	Grammar for reading	Pronoun tracking
22.01.24		Fiction (Poetry)	Grammar for reading	Conjunctions: check that children understand the meanings of e.g. but, although
29.01.24		Non-fiction	Skimming	Skim quickly to pick up key words and messages
05.02.24		Non-fiction	Scanning	What is the key word? Fastest finger first to find the word and then read the whole sentence slowly to find the answer
12.02.24		Non-fiction	Inference	
Half Term				

27.02.24	Mock SATs			
06.03.24	SATs Practice			
13.03.24	SATs Practice			
20.03.24	SATs Practice			

N.C Objectives: Please highlight once covered at the end of the term.

Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English appendix 1](#), both to read aloud and to understand the meaning of new words that they meet

Comprehension

- maintain positive attitudes to reading and an understanding of what they read by:
 - continuing 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
 - 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
 - recommending books that they have read to their peers, giving reasons for their choices
 - identifying and discussing themes and conventions in and across a wide range of writing
 - making comparisons within and across books
 - learning a wider range of poetry by heart
 - 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
- understand what they read by:
 - 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

	<ul style="list-style-type: none"> • 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 and implied • summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas • 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 • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • 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 • 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 • provide reasoned justifications for their views
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SUMMER TERM

Date	Shared Reading Text	Genre	Focused Session Objective (Skills and Knowledge)	Extra Notes (Optional)
08.04.24	SATs Practice			
15.04.24	SATs Practice			
22.04.24	SATs Practice			
29.04.24	SATs Practice			
06.05.24	SATs Practice			
13.05.24	SATs Week			
20.05.24	Poetry			

Half Term				
03.06.24	Consolidation/ Intervention			
10.06.24	Consolidation/ Intervention			
17.06.24	Consolidation/ Intervention			
24.06.24	Consolidation/ Intervention			
01.07.24	Consolidation/ Intervention			
08.07.24	Consolidation/ Intervention			

N.C Objectives: Please highlight once covered at the end of the term.

<u>Word Reading</u>	<u>Comprehension</u>
<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet 	<ul style="list-style-type: none"> maintain positive attitudes to reading and an understanding of what they read by: <ul style="list-style-type: none"> continuing 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 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 recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart

- 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
- understand what they read by:
 - 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
 - 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 and implied
 - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
 - 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
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- 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
- 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
- provide reasoned justifications for their views