



Year 6 Long-Term Planning: Reading

2024-2025



Autumn term

Date week beginning	Shared Reading Text	Genre	Focused Session Objective (Skills and Knowledge)	Extra Notes (Optional)
02.09.24	Odd and the Frost Giants by Neil Gaiman	Fiction	Application of all skills	Teacher models applying all reading skills to questions before children have a go independently. (I, We, You)
09.09.24	Odd and the Frost Giants by Neil Gaiman	Fiction	Application of all skills	Teacher models applying all reading skills to questions before children have a go independently. (I, We, You)
16.09.24	Odd and the Frost Giants by Neil Gaiman Mock Paper 2006	Fiction	Application of all skills	Teacher models applying all reading skills to questions before children have a go independently. (I, We, You)

23.09.24	Odd and the Frost Giants by Neil Gaiman	Fiction	Application of all skills	Teacher models applying all reading skills to questions before children have a go independently. (I, We, You)
30.09.24	Odd and the Frost Giants by Neil Gaiman	Fiction	Application of all skills	Teacher models applying all reading skills to questions before children have a go independently. (I, We, You)
07.10.24	Odd and the Frost Giants by Neil Gaiman Mock Paper 2007	Fiction	Application of all skills	Teacher models applying all reading skills to questions before children have a go independently. (I, We, You)
14.10.24	Pests, Plagues and Parasites by Mick Gowar	Non-Fiction	Application of all skills	Teacher models applying all reading skills to questions before children have a go independently. (I, We, You)
21.10.24	Half Term			
28.10.24	Pirates by Mick Gowar	Non-Fiction	Application of all skills	Teacher models applying all reading skills to questions before children have a go independently. (I, We, You)
04.11.24	Explosions by Becca Heddle Mock Paper 2008	Non-Fiction	Application of all skills	Teacher models applying all reading skills to questions before children have a go independently. (I, We, You)

11.11.24	What's Left Behind by Becca Heddle	Non-Fiction	Application of all skills	Teacher models applying all reading skills to questions before children have a go independently. (I, We, You)
18.11.24	'I wandered lonely as a cloud' by William Wordsworth.	Poetry	Application of all skills	Teacher models applying all reading skills to questions before children have a go independently. (I, We, You)
25.11.24	'Dulce et Decorum Est' by Wilfred Owen.	Poetry	Application of all skills	Teacher models applying all reading skills to questions before children have a go independently. (I, We, You)
02.12.24	'The Ghost Teacher' by Allan Ahlberg. Mock Paper 2009	Poetry	Application of all skills	Teacher models applying all reading skills to questions before children have a go independently. (I, We, You)
09.12.24	'The Adventures of Isabel' by Ogden Nash.	Poetry	Application of all skills	Teacher models applying all reading skills to questions before children have a go independently. (I, We, You)
16.12.24	An extract from , 'The Lady of Shalot' by Alfred Lord Tennyson.	Poetry	Application of all skills	Teacher models applying all reading skills to questions before children have a go independently. (I, We, You)

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 **This is covered during Guided Reading sessions**
 - identifying and discussing themes and conventions in and across a wide range of writing **This is covered during English sessions too**
 - making comparisons within and across books **This is covered during English sessions too**
 - 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

	<ul style="list-style-type: none">• 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 <u>This is covered in all Shared Reading lessons at the start of each session.</u>• 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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Spring Term

Date week beginning	Shared Reading Text	Genre	Focused Session Objective (Skills and Knowledge)	Extra Notes (Optional)
06.01.25	Reading Paper 2010 'Golden Dreams'	Fiction and non-fiction	Application of all skills	Children sit the reading paper under test conditions. Guided Reading sessions will focus on each section of the paper. (I,We, You)
13.01.25	Reading Paper 2011 'Caves and Caving'	Fiction and non-fiction	Application of all skills	Children sit the reading paper under test conditions. Guided Reading sessions will focus on each section of the paper. (I,We, You)
20.01.25	Reading Paper 2012 'The Great Plague'	Fiction and non-fiction	Application of all skills	Children sit the reading paper under test conditions. Guided Reading sessions will focus on each section of the paper. (I,We, You)
27.01.25	Reading Paper 2013 'Wolf Pack'	Fiction and non-fiction	Application of all skills	Children sit the reading paper under test conditions. Guided Reading sessions will focus on each section of the paper. (I,We, You)
03.02.25	Reading Paper 2014 'The Humble Potato...'	Fiction and non-fiction	Application of all skills	Children sit the reading paper under test conditions. Guided Reading sessions will focus on each section of the paper. (I,We, You)
10.02.25	Reading Paper 2015 'Charlie Small...'	Fiction and non-fiction	Application of all skills	Children sit the reading paper under test conditions. Guided Reading sessions will focus on each section of the paper. (I,We, You)
17.02.25	Half Term			

24.02.25	Reading Paper 2016 'Space Tourism...'	Fiction and non-fiction	Application of all skills	Children sit the reading paper under test conditions. Guided Reading sessions will focus on each section of the paper. (I,We, You)
03.03.25	Reading Paper 2017 'Gaby to the Rescue...'	Fiction and non-fiction	Application of all skills	Children sit the reading paper under test conditions. Guided Reading sessions will focus on each section of the paper. (I,We, You)
10.03.25	Reading Paper 2018 'The Giant Panda...'	Fiction and non-fiction	Application of all skills	Children sit the reading paper under test conditions. Guided Reading sessions will focus on each section of the paper. (I,We, You)
17.03.25	Reading Paper 2019 'The Park...'	Fiction and non-fiction	Application of all skills	Children sit the reading paper under test conditions. Guided Reading sessions will focus on each section of the paper. (I,We, You)
24.03.25	Reading Paper 2022 'The Parsnips...'	Fiction and non-fiction	Application of all skills	Children sit the reading paper under test conditions. Guided Reading sessions will focus on each section of the paper. (I,We, You)
31.03.25	Reading Paper 2023 'A Noise in the Night...'	Fiction and non-fiction	Application of all skills	Children sit the reading paper under test conditions. Guided Reading sessions will focus on each section of the paper. (I,We, You)
07.04.25	MOCK SATS 2024 PAPER 'Streaky and Squeaky...'	Fiction and non-fiction	Application of all skills	Children sit the reading paper under test conditions. Guided Reading sessions will focus on each section of the paper. (I,We, You)

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 - 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
This is covered in all Shared Reading lessons at the start of each session.
 - 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

Summer Term

Date week beginning	Shared Reading Text	Genre	Focused Session Objective (Skills and Knowledge)	Extra Notes (Optional)
28.04.25	TBC			
05.05.25	TBC			
12.05.25	SATS WEEK			
19.05.25	TBC			
26.05.25	Half Term			
02.06.25	TBC			
09.06.25	TBC			
16.06.25	TBC			
23.06.25	TBC			
30.06.25	TBC			
07.07.25	TBC			