

READING: Implementation and Progression Overview Counts in Year 5/6 Cycle B



A	B	C	D	E	F
Reading Curriculum & Curriculum					
History: War	Reading Breadth: Modern Fiction & Poetry - Wider Range	Science: Evolution and Inheritance	Reading Breadth: Literary Heritage and Plays & Poetry - Wider Range	Geography: Coasts	Reading Breadth: Traditional Tales and Poetry - Wider Range
Word Reading					
Apply 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					
Comprehension					
<p>Building on Previous Year and throughout Year 6 focus on:</p> <ul style="list-style-type: none"> •read and discuss a range of fiction, poetry, plays, non-fiction and reference books or text books •Recommend books that they have read to their peers, giving simple reasons for their choices •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence •Increase their familiarity with a wide range of books •Learn a wider range of poetry by heart 					
<p>Build on Previous Year & Focus on:</p> <ul style="list-style-type: none"> •Read books that are structured in different ways and read for a range of purposes •Make comparisons within and across books e.g. plot, genre and theme •Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context •Predict what might happen from details stated and implied •Retrieve, record and present information from non-fiction •Identify how language, structure and presentation contribute to meaning 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> •Increase their familiarity with a wide range of books, including modern fiction •Make comparisons within and across books e.g. plot, genre and theme •Predict what might happen from details stated and implied •Ask questions to improve their understanding •Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience •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 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> •Make comparisons within and across books e.g. plot, genre and theme •Summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas •Distinguishing between statements of fact and opinion •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence •Identify how language, structure and presentation contribute to meaning •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 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> •Increase their familiarity with a wide range of books, including fiction from our literary heritage •Identify and discuss themes and conventions in and across a wide range of writing •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence •Provide reasoned justifications for their views •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 •Prepare plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> •Identify and discuss themes and conventions in and across a wide range of writing •Discuss and evaluate how authors use language, including figurative language considering the impact on the reader •Provide reasoned justification for their views •Identify how language, structure and presentation contribute to meaning •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 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> •Increase their familiarity with a wide range of books, including traditional tales •Identify and discuss themes and conventions in and across a wide range of writing •Discuss and evaluate the how authors use language, including figurative language considering the impact on the reader •Provide reasoned justification for their views •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 •Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Skills and Strategies

Building on Previous year and throughout Year 6 Focus on:

- Recognise and read *all Year 5&6 Word List* words with automaticity
- Make meaning from words and sentences, including knowledge of phonics, word roots, word families,
 - Make meaning from text organisation
 - Make meaning by drawing on prior knowledge
- Read increasingly complex texts independently for sustained periods
 - Find the main idea of a paragraph and text

Build on Previous Year & Focus on:

- Recognise *all Year 5&6 Word List* words with automaticity
- Identify how punctuation relates to sentence structure and how meaning is constructed in multi-clause sentences
- Read closely, annotating for specific purposes
- Use a range of strategies for finding and locating information e.g. skimming scanning for detail
- Connecting prior knowledge and textual information to make inferences and predictions

Build on Previous Year & Focus on:

- Recognise *all Year 5&6 Word List* words with automaticity
- Identify how punctuation relates to sentence structure and how meaning is constructed in multi-clause sentences
- Read closely, annotating for specific purposes
- Connecting prior knowledge and textual information to make inferences and predictions

Build on Previous Term & Focus on:

- Recognise *all Year 5&6 Word List* words with automaticity
- Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity
- Use a range of strategies for finding and locating information e.g. skimming scanning for detail
- Summarising a text
- Secure responses and understanding through re-reading and cross-check information
- Read closely, annotating for specific purposes

Build on Previous Term & Focus on:

- Recognise *all Year 5&6 Word List* words with automaticity
- Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity
- Secure responses through re-reading and cross-check information
- Read closely, annotating for specific purposes
- Use a range of strategies for skimming, e.g. *finding key words or phrases, gist, main ideas, themes*

Consolidate and embed all skills not secured and focus on:

- Recognise *all Year 5&6 Word List* words with automaticity
- With increased confidence read closely, annotating for specific purposes
- Confidently use a range of strategies for finding and locating information e.g. skimming scanning for detail
- Use a range of strategies for skimming, e.g. *finding key words or phrases, gist, main ideas, themes*
- Read closely, annotating for specific purposes

Consolidate and embed all skills not secured and focus on:

- Recognise *all Year 5&6 Word List* words with automaticity
- With increased confidence read closely, annotating for specific purposes
- Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences
- Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning
- Read closely, annotating for specific purposes

Content Domains*

*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.

- 2a give / explain the meaning of words in context
- 2b retrieve and record information / identify key details from fiction and non-fiction
- 2d make inferences from the text / explain and justify inferences with evidence from the text

2e predict what might happen from details stated and implied
 2f identify / explain how information / narrative content is related and contributes to meaning as a whole
 2h make comparisons within the text
 2d make inferences from the text / explain and justify inferences with evidence from the text

Build on Previous Term & Focus on:
 2e predict what might happen from details stated and implied
 2h make comparisons within the text

Build on Previous Term & Focus on:
 2f identify / explain how information / narrative content is related and contributes to meaning as a whole
 2c summarise main ideas from more than one paragraph
 2h make comparisons within a text
 2d make inferences from the text / explain and justify inferences with evidence from the text

Build on Previous Term & Focus on:
 2h make comparisons within the text
 2d make inferences from the text / explain and justify inferences with evidence from the text

Build on Previous Term & Focus on:
 2f identify / explain how information / narrative content is related and contributes to meaning as a whole
 2h make comparisons within the text
 2g identify / explain how meaning is enhanced through choice of words and phrases

Build on Previous Term & Focus on:
 2h make comparisons within the text
 2g identify / explain how meaning is enhanced through choice of words and phrases

Reading Terminology for Pupils

Building on Previous Year and throughout Year 6 focus on:

figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare

