

Year 6 English Reading Long Term Plan

English Writing unit focus	• Identify and discuss themes and conventions. • Ask questions to improve understanding • Draw inferences (characters' feelings, thoughts and motives); justify with evidence • Predict from details stated and implied • Summarise main ideas, identifying key details • Identify how language, structure and presentation contribute to meaning • Provide reasoned justifications for views • Check sense, discuss understanding and explore meaning of words in context • Retrieve, record and present information from non-fiction • Explain and discuss understanding of reading • Evaluate authors' language choice • Distinguish between fact and opinion • Recommend books to peers • Participate in discussion about books • Structure & presentation for meaning: Comment on the structural choices the author has made when organising the text. • Compare and contrast characters across a range of appropriate texts. • Compare and contrast themes across a range of appropriate texts (social, cultural and historical). • Compare and contrast the key features of a range of appropriate texts. • Take part in a debate and show an understanding of themes in a texts. • Explain how the structural choices support the writer's theme and purpose. • Comment on the structural choices the author has made when organising the text. • Comment on and compare the language choices the author has made to convey information over a range of non-fiction texts. • Comment on the genre-specific language features the author has used to convey information in a non-fiction text. • Analyse how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes. • Recognise and discuss the use of the passive to affect the presentation of information in a sentence. • Recognise and discuss the difference between informal speech and formal speech (e.g. the use of question tags; "he's your friend, isn't he?", or the use of subjunctive forms such as; "if I were"). • Deliver a formal presentation to show an understanding of what has been read using notes where necessary. • In non-fiction: Retrieve, record and present information from a range of sources (texts, websites, films, leaflets, articles). In non-fiction: Plan and decide independently what information needs to be searched for. • Use the skills of skimming, scanning, text-marking and note taking to identify key ideas. • Refer to the text to support predictions and opinions (PEEL-Point + Evidence + Explanation + Evaluation).
Poetry	• Learn poetry by heart • Prepare poems and plays for performance • Draw inferences (characters' feelings, thoughts and motives); justify with evidence • Summarise main ideas, identifying key details • Evaluate authors' language choice • Participate in discussions about books • Interpret poems, explaining how the poet creates shades of meaning; • Justify own views and explain underlying themes. • Comment on the use of unusual or surprising language choices and effects such as onomatopoeia and metaphor and comment on how this influences meaning. • Vary pitch, pace, volume, rhythm and expression in relation to the poem's meaning and form.

Guided Reading/ Vipers					
	<u>Vocabulary</u> Analyse how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes. Compare, contrast and explore the styles of writers and poets, providing evidence and explanations. Describe and evaluate the styles of individual writers and poets, providing evidence and justifying interpretations. Identify and discuss irony and its effect. Comment and compare the language choices the author has made to convey information over a range of non-fiction texts.	<u>Infer</u> Identify stock characters in particular genres. Identify evidence of characters that challenge stereotypes and surprise the reader. Recognise that authors can use dialogue at certain points in a story to explain plot, show character and relationships, convey mood or create humour. Make inferences about the perspective of the author from what is written and implied. Justify inferences with evidence.	<u>Predict</u> Predict using more complex narratives, e.g. narratives with flashback, narratives with different viewpoints, narrative with two parallel threads in it.	<u>Retrieve & Explain</u> Comment on the use of unusual or surprising language choices and effects such as onomatopoeia and metaphor and comment on how this influences meaning. Retrieve, record and present information from a range of sources (texts, websites, films, leaflets, articles). Refer to the text to support predictions and opinions (PEEL-Point + Evidence + Explanation + Evaluation).	<u>Summarise</u> Use quotations to illustrate ideas. Use the skills of skimming, scanning, text-marking and note taking to identify key ideas. Refer to the text to support predictions and opinions (PEEL-Point + Evidence + Explanation + Evaluation).
Reading Folder	● Maintain positive attitudes to reading by reading frequently for pleasure ● Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books /text books including: myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions ● Explain and discuss an understanding of what has been read, including through presentations and debates, maintain a focus on the topic and using notes where necessary ● Declare and justify personal preferences for writers and types of text. ● Identify and discuss the viewpoint in the text, e.g. recognise that the narrator can change and be manipulated, i.e. the story has 2 narrators, a different character takes over the storytelling. ● Identify common elements of an author's style and make comparisons between books. ● Demonstrate through discussion an understanding of the use of themes and conventions. ● Read a range of age-appropriate texts in English and across the other subjects fluently and effortlessly. ● Demonstrate appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, making the meaning clear to the audience. ● Draw on contextual evidence to make sense of what is read. ● Ask questions to enhance understanding of a text.				

	• Recommend books to others based on their own reading preferences.
RWI spellings	• Apply the knowledge of root words, prefixes and suffixes to determine the meaning of new words (see appendix 1 of National Curriculum).