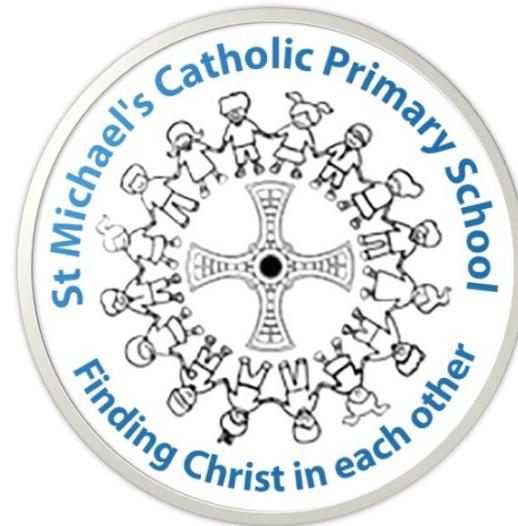


St Michael's Catholic Primary School



Reading Scheme Overview of Knowledge and Skills

Year 6

Year 6

Autumn 1	Texts	Word reading	Comprehension	Skills and strategies	Content domains (grouped skills focus)
Unit A - War	<p>World War II DK Eyewitness</p> <p>The Diary of a Young Girl: Anne Frank edited by Otto H Frank and Mirjam Pressler</p> <p>The Blackout by Mary Desiree Anderson</p> <p>Dulce et Decorum Est Wilfred Owen</p> <p>The Game Christmas Day, 1914 by Ian McMillan</p> <p>Fireweed by Jill Paton Walsh</p> <p>The Boy in the Striped Pyjamas by John Boyne</p>	<ul style="list-style-type: none"> •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 	<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 •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 •Identify how language, structure and presentation contribute to meaning •Retrieve, record and present information from non-fiction 	<ul style="list-style-type: none"> •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 	<p>2e predict what might happen from details stated and implied</p> <p>2f identify / explain how information / narrative content is related and contributes to meaning as a whole</p> <p>2h make comparisons within the text</p> <p>2d make inferences from the text / explain and justify inferences with evidence from the text</p>

Year 6

Autumn 2	Texts	Word reading	Comprehension	Skills and strategies	Content domains (grouped skills focus)
Unit B- Reading Breadth: Modern Fiction & Poetry	Carol Ann Duffy New and Collected Poems for Children - Meeting Midnight - So Shy - A Worry - Seven Deadly Adjectives Boy in the Tower by Polly Ho-yen Asha and the Spirit Bird Jasbinder Bilan	<ul style="list-style-type: none"> •Applying 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 	<ul style="list-style-type: none"> •Increasing their familiarity with a wide range of books, including modern fiction •Making comparisons within and across books e.g. plot, genre and theme •Predicting what might happen from details stated and implied •Asking questions to improve their understanding •Preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience •Participating 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 	<ul style="list-style-type: none"> •Recognising all Year 5&6 Word List words with automaticity •Identifying how punctuation relates to sentence structure and how meaning is constructed in multi-clause sentences •Reading closely, annotating for specific purposes •Connecting prior knowledge and textual information to make inferences and predictions 	2e predict what might happen from details stated and implied 2h make comparisons within the text

Year 6

Spring 1	Texts	Word reading	Comprehension	Skills and strategies	Content domains (grouped skills focus)
Unit C - Evolution and Inheritance	<p>When Darwin Sailed the Sea by David Long</p> <p>When the Whales Walked by Dougal Dixon</p> <p>Darwin A Life in Poems by Ruth Padel - The Awfulness of Plymouth - In the Seraglio - The Balance Sheet</p> <p>The Great Sea Dragon Discovery by Pippa Goodhart</p> <p>The Explorer by Katherine Rundell</p>	<ul style="list-style-type: none"> 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 	<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 	<ul style="list-style-type: none"> 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 	<p>2f identify / explain how information / narrative content is related and contributes to meaning as a whole</p> <p>2c summarise main ideas from more than one paragraph</p> <p>2h make comparisons within a text</p> <p>2d make inferences from the text / explain and justify inferences with evidence from the text</p>

Year 6

Spring 2	Texts	Word reading	Comprehension	Skills and strategies	Content domains (grouped skills focus)
Unit D - Reading Breadth Literary Heritage, Plays & Poetry	<p>The Wolves of Willough Chase by Joan Aiken</p> <p>The Call of the Wild by Jack London</p> <p>Black Beauty by Anna Sewell</p> <p>A Poem for Every Night of the Year edited by Allie Esiri</p> <p>- The Tyger by William Blake</p> <p>- The Spider and the Fly by Mary Botham Howitt</p> <p>- The Adventures of Isabel by Ogden Nash</p>	<ul style="list-style-type: none"> •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 	<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 	<ul style="list-style-type: none"> •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 	<p>2h make comparisons within the text</p> <p>2d make inferences from the text / explain and justify inferences with evidence from the text</p>

Year 6

Summer 1	Texts	Word reading	Comprehension	Skills and strategies	Content domains (grouped skills focus)
Unit E - Coasts	<p>Where on Earth: Coastlines by Susie Brooks</p> <p>DK Find Out! Website</p> <p>The World Online News</p> <p>Overheard in a Tower Block by Joseph Coelho - Eastbourne</p> <p>Dover Beach by Matthew Arnold</p> <p>Our Coastal Poem by Dr John Cooper Clarke</p> <p>The Island at the End of Everything by Kiran Millwood Hargrave</p> <p>Orphans of the Tide by Struan Murray</p>	<ul style="list-style-type: none"> •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 	<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 	<ul style="list-style-type: none"> •Recognise all Year 5&6 Word List words with automaticity •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 	<p>2f identify / explain how information / narrative content is related and contributes to meaning as a whole</p> <p>2h make comparisons within the text</p> <p>2g identify / explain how meaning is enhanced through choice of words and phrases</p>

Year 6

Summer 2	Texts	Word reading	Comprehension	Skills and strategies	Content domains (grouped skills focus)
Unit F - Reading Breadth: Traditional Tales and Poetry	<p>Grimms Fairy Tales by Jacob and Wilhelm Grimm</p> <p>Blackberry Blue and Other Fairy Tales by Jamila Gavin</p> <p>The House with Chicken Legs by Sophie Anderson</p> <p>White Horse by Taylor Swift</p> <p>Cinderella by Diana Vickers</p> <p>If the Boot Fits by Granger Smith</p> <p>Kissin Frogs by Rae Lynn</p>	<ul style="list-style-type: none"> •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 	<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 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 	<ul style="list-style-type: none"> •Recognise all Year 5&6 Word List words with automaticity •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 •Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes 	<p>2h make comparisons within the text</p> <p>2g identify / explain how meaning is enhanced through choice of words and phrases</p>