

## **Year 6 Reading Knowledge and Skills Curriculum Map**

In every unit of guided reading lessons, children will be taught and continue to practise the following skills:

- **Word Reading**
- **Comprehension**
- **Inference**
- **Language for Effect**
- **Themes and Conventions**

Skills are cumulative across the year and will be repeated and practised in many contexts. The following curriculum map outlines when specific knowledge and skills will be taught however, each unit will often also practise previously taught skills in order to embed them. For example, inference skills to make predictions based on events so far may be taught in the initial autumn term but will be repeated throughout the year in different contexts such as using inference to infer a character's feelings or motives.

Autumn	Spring	Summer
<b>Fiction</b> <ul style="list-style-type: none"> <li>❖ Percy Jackson and the Lightning Thief by Rick Riordan</li> <li>❖ Pegasus and the Flame by Kate O'Hearn</li> <li>❖ Clockwork by Philip Pullman</li> <li>❖ Cogheart by Peter Bunzi</li> </ul>	<b>Fiction, Poetry and Selected Texts</b> <ul style="list-style-type: none"> <li>❖ A wide and varied selection of poetry and extracts to support SATS revision</li> </ul>	<b>Fiction</b> <ul style="list-style-type: none"> <li>❖ All in a Summer Day by Ray Bradbury</li> <li>❖ Oranges in No Man's Land by Elizabeth Laird</li> <li>❖ The Unforgotten Coat by Frank Cottrell Boyce</li> </ul>
<b>Non-Fiction</b> <ul style="list-style-type: none"> <li>❖ Women In Science by Rachel Ignotofsky</li> <li>❖ Fantastically Great Women Scientists and their Stories by Kate Pankhurst</li> </ul>	<b>Non-Fiction</b> <ul style="list-style-type: none"> <li>❖ Survivors by David Long</li> </ul>	<b>Non-Fiction</b> <ul style="list-style-type: none"> <li>❖ Secondary Transition texts (change annually)</li> </ul>
<b>WORD READING</b> <ul style="list-style-type: none"> <li>• 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</li> </ul> <b>COMPREHENSION</b> <ul style="list-style-type: none"> <li>▪ Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context</li> <li>▪ Ask questions to improve their understanding of a text</li> <li>▪ Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas <ul style="list-style-type: none"> <li>• Retrieve, record and present information from non-fiction</li> </ul> </li> </ul>	<b>WORD READING</b> <ul style="list-style-type: none"> <li>• Continue to embed skills and fluency from previous learning</li> </ul> <b>COMPREHENSION</b> <ul style="list-style-type: none"> <li>• Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources</li> <li>• 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</li> </ul> <b>INFERENCE</b> <ul style="list-style-type: none"> <li>• Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation)</li> </ul> <b>LANGUAGE FOR EFFECT</b>	<b>WORD READING</b> <ul style="list-style-type: none"> <li>• Continue to embed skills and fluency from previous learning</li> </ul> <b>COMPREHENSION</b> <ul style="list-style-type: none"> <li>• Continue to embed skills and fluency from previous learning</li> </ul> <b>INFERENCE</b> <ul style="list-style-type: none"> <li>• Begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative</li> </ul> <b>LANGUAGE FOR EFFECT</b> <ul style="list-style-type: none"> <li>• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul> <b>THEMES AND CONVENTIONS</b> <ul style="list-style-type: none"> <li>• Explain and justify how texts relate to audience, purpose, time and culture, and</li> </ul>

<ul style="list-style-type: none"> <li>▪ Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation and reference to the text using own words</li> <li>▪ Distinguish between statements of fact and opinion and recognise them in the language used by authors to influence readers</li> <li>▪ 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</li> <li>▪ Provide reasoned justifications for their views</li> <li>▪ Evaluate how successfully the organisation of a text supports the writer's purpose</li> </ul> <p><b>INFERENCE</b></p> <ul style="list-style-type: none"> <li>• Predict what might happen from details stated and implied</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul> <p><b>LANGUAGE FOR EFFECT</b></p> <ul style="list-style-type: none"> <li>• Identify how language, structure, and presentation contribute to meaning</li> <li>• Show understanding through intonation, tone and volume so that meaning is clear to an audience</li> <li>• Evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and discuss accounts of the same event through different character viewpoints</li> <li>• Explore a similar theme or topic written in a different genre</li> </ul> <p><b>THEMES AND CONVENTIONS</b></p> <ul style="list-style-type: none"> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul> <p>Recognise texts that contain features from more than one genre, or demonstrate shifts in formality</p>	<p>refer to specific aspects of a text that exemplify this</p>
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**THEMES AND CONVENTIONS**

- Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback
- Read books that are structured in different ways and read for a range of purposes
- Identify and comment on genre-specific language features used e.g. shades of meaning between similar words
- Make comparisons within and across books