



Leechpool Primary School
Long Term Reading Plan
Year 6



Year 6						
	Autumn 1		Autumn 2		Spring 1	
Focus Reading	Focus: Word reading	Core texts: 2014 SATS paper 'Fang' Books chosen by the child	Focus: Themes of text Word reading	Core texts: 2015 SATS paper 'Wizard of Oz' Books chosen by the child	Focus: Themes of text Word reading	Core texts: 2016 SATS paper 'Wild Dodo' Books chosen by the child
Whole class reading	Focus: Themes of text, Retrieval, Summarising, Inference,	Core texts: Secrets of a Sunking by Emma Carrol Blackberry Blue by Jamila Gavin	Focus: Inference, Text structure, Word meaning Prediction Performing Theme of text	Core texts: Secrets of a Sunking by Emma Carrol The Listeners by Walter de la Mare	Focus: Text Structure, Word meaning, Summarising, Navigating texts	Core texts: Secrets of a Sunking by Emma Carrol The Warlock of Firetop Mountain by Steve Jackson
	Spring 2		Summer 1		Summer 2	
Group reading	Focus: Themes of text Word reading	Core texts: 2020 SATS paper 'Harry Houdini' Books chosen by the child	Focus: Themes of text Word reading	Core texts: CGP 2022 SATS examples Books chosen by the child	Focus: Word reading	Core texts: Books chosen by the child
Whole class reading	Focus: Word Meaning, Retrieval, Text structure, Summarising Navigating texts	Core texts: The Horror handbook by Paul van Loon Ancient Greek Myths by Geraldine McCraughean	Focus: Word Meaning, Performing, Text Structure, Themes, Inference	Core texts: A Kid in my class by Rachel Rooney Pale by Chris Wooding	Focus: Themes of text, Inference, Navigating texts Performing	Core texts: Pale by Chris Wooding The Minotaur's Maze by Timothy Knapman



Word recognition

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in the National Curriculum.
- To read aloud and understand the meaning of new words that they meet.
- To read silently for a sustained period of time.
- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in the National Curriculum.

Understanding the themes, conventions and content of texts

- To increase 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.
- To identify and discuss themes and conventions in and across a wide range of writing. (eg loss; heroism; friendship etc)

Performing

- To learn a wider range of poetry by heart.
- To prepare poems and plays to read aloud and to perform and show understanding through intonation, tone and volume so that the meaning is clear to an audience.

Navigating texts

- Locate page showing specific information

Engaging in a range of reading

- Regularly listen to and discuss a range of fiction, poetry, plays and non-fiction from a wide range of authors and genres which they might not choose to read to themselves.
- To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books.
- Read for a range of purposes (e.g enjoyment, to find out information or the meaning of new words.)
- Make personal reading choices and explain reasons for these.
- Reflect on reading preferences and habits and plan personal reading goals.

Understanding the text

- Activate prior knowledge and draw on what they already know or on background information and vocabulary provided by the teacher
- Discuss the significance of the title and events
- Use active reading strategies including: checking that the text makes sense to them as they read; correcting inaccurate reading
- Answer literal, inferential and evaluative comprehension questions
- Participate in discussion about books that are read and build on their own and others' ideas and challenge views.

Summarising

- Identify main ideas of a text

Understanding the structure of texts

- Read books that are structures in different ways.
- Recognise that different text types use different features to support the structure.
- Sequence the main events in longer stories into the five stages and identify how writers use more complex structures that do not have simple linear chronology.
- Recognise and compare an increasing range of poetry structures (eg free-verse, narrative poetry, sonnets, renga, ballad) and comment on how their structure influences meaning.

Using inference and making predictions

- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and dialogue.
- Predict what might happen on the basis of what has been read so far
- Make simple prediction about what might happen next in stories based on knowledge of other stories and their own experience

Understanding word meanings and use of language

- Use dictionaries to check the meaning of the words that they have read.
- Use morphological and etymological knowledge to work out the meanings of unknown words.
- Infer meanings of unfamiliar words.
- Use dictionaries to check the meaning of the words that they have read.