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| **Reading in Year 6** | |
| **Technical terms** | metaphor, simile, analogy, imagery, style and effect |
| **Word reading** | Pupils should be taught to:  apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet |
| **Comprehension** | Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:  ➢ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  ➢ reading books that are structured in different ways and reading for a range of purposes  ➢ increasing their 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  ➢ recommending books that they have read to their peers, giving reasons for their choices  ➢ identifying and discussing themes and conventions in and across a wide range of writing  ➢ making comparisons within and across books  ➢ learning a wider range of poetry by heart  ➢ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience  Pupils should be taught to understand what they read by:  ➢ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context  ➢ asking questions to improve their understanding  ➢ drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence Pupils should be taught to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.  ➢ predicting what might happen from details stated and implied  ➢ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas  ➢ identifying how language, structure and presentation contribute to meaning  To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader  To distinguish between statements of fact and opinion  To retrieve, record and present information from non-fiction. Teach them how to use contents pages and indexes to locate information  To 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  To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining focus on the topic and using notes where necessary  To provide reasoned justifications for their view |

Guidance (word reading):

➢ Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read ‘invitation’ for ‘imitation’ simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.

➢ When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word’s meaning(s) and its correct pronunciation.

Guidance (comprehension):

➢ Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.

➢ Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.

➢ They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.

➢ In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information.

➢ Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.

➢ Pupils should be shown how to compare characters, settings, themes and other aspects of what they read