

Year 6 Reading Overview

Autumn	Spring	Summer
2a - Word meaning 2b - Fact retrieval 2d - Inference 2e - Predicting	2a - Word meaning 2b - Fact retrieval 2d - Inference 2c - Summarising 2f - Text as a whole 2g - Language choice 2h - Comparing	2a - Word meaning 2b - Fact retrieval 2d - Inference Book journal
I can read aloud and understand the meaning of the words on the Year 5/6 list.		
I can read, enjoy, understand and discuss books that are written by different authors, in different styles. I can read books that are structured in different ways for different purposes e.g. for fun or research.		
I can read, enjoy and understand a wide range of books, including books from our literary heritage and books from other cultures and traditions.		
I can discuss ideas, events, structures, issues, characters and plots of texts across a wide range of writing.		
I can discuss and compare themes, structures, issues, characters and plots within a book and between different books.		
I can read, understand and learn from a wide range of poetry, and can learn longer poems by heart.		
I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details as evidence to support my views.		
I can understand how language, structure and presentation contribute to the meaning of a text.		
I can talk about how authors use language, including figurative language, and the impact it has on the reader.		
I can show my understanding of texts and poems in presentations and debates and can present information using notes I have created to help me focus on the topic in my presentation.		
I can fully explain my views with reasons and evidence from the text.		

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Essential Skills for the Big Three

Word Meaning	Fact Retrieval	Inference
<ul style="list-style-type: none"> • Continue to apply knowledge of the structure of a word (prefix, root, suffix) to help understand word meaning. • Confidently use a dictionary to find word meanings. • Recognise whether a word meaning is appropriate or not for the context of the sentence(s). Use this as a checking strategy. • Be able to choose the word closest in meaning to another based on the context in which it has been used. • Generate an alternative word for one being used in the text. • Use a range of strategies for using context clues to understand new words: <ul style="list-style-type: none"> ○ using synonyms and antonyms ○ using examples given in the sentences ○ using explanations given elsewhere in the text 	<ul style="list-style-type: none"> • Skim and scan whole texts to gain an understanding. • Effectively and independently use the key words from the questions to help retrieval. • Understand that the words in the question might not be the exact same words as in the text. • Confidently retrieve facts from all different parts of the text (diagrams, text boxes, charts, etc.) • Recognise when a question can be answered using fact retrieval and when it cannot. • Answer a range of fact retrieval question types: matching, ordering, tables, copying, cloze procedure, short response, multiple choice, etc. • Use information gained from fact retrieval from non-fiction texts to re-present the information in their own way. 	<ul style="list-style-type: none"> • Learners can explain exactly what inference is, how it differs from retrieval and why we need it. • Recognise when a question/activity requires inference. • Answer 'Why?' and 'How?' questions from non-fiction texts when the information is implied and not directly stated. • Children are taught to answer, 'How do you know?' by using evidence to justify their inferences. • Learners can provide reasons for a character's behaviour or for a situation to support their inference, using evidence from the text as justification. • Understand the difference between, 'How do you know?' and 'Why?' • Effectively combine prior knowledge and understanding of the world with evidence in the text to make inferences.

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<ul style="list-style-type: none">○ an overall understanding of the context in which the word has been used.• Understand that sometimes the meaning of a word can vary depending on the context in which it is being used.	<ul style="list-style-type: none">• Know the difference between statements of fact and opinion.• Understand exactly what a question is asking for and which reading strategies they should deploy to answer it.	<ul style="list-style-type: none">• Make inferences about more abstract concepts such as suggestions, impressions and opinions.• Effectively answer 3 mark questions using precise and accurate evidence to justify their inferences.
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