




Herne Junior School's Reading Curriculum Progression




Year 6		
Reading Word (Decoding)		
Skills Phonics and decoding	<u>Objective</u> 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.	<u>What you will see in the classroom.</u> <ul style="list-style-type: none">• Links to Morning Work.• Daily individual reading for those who need it. (Daily reader card in the reading folder) (lowest 20%- daily readers)• Interventions – Lexia, CAP, Rapid Reading for those who are significantly below their chronological age for reading (identified as red watch children) lowest 20%• Links to spelling – Topical spelling, Look,,cover, write, check. Children using spelling booklets daily.• Reading for Pleasure sessions.• Reading displays to motivate children to read across all classrooms.• Reading Area with a selection of recommended reading books.• Reading Miles to show the frequency of home reading displayed in each class.• Teachers modelling reading (decoding) through the use of WAGOLs and quality texts across the curriculum.
Common exception words	To read Y5/6 common exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	
Fluency	At this stage the teaching of comprehension skills in WCR sessions will take precedence over teaching word reading and fluency specifically. To focus on word reading which will support the development of vocabulary in the vocabulary sessions. To use appropriate intonation, tone and volume when reciting or reading aloud to an audience making the meaning clear by how they present the text.	
Reading Comprehension		
Understanding and becoming familiar with text.	<u>Objective</u> To explore finer meanings of words. To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. To identify language, structural and presentational features in texts and explain how they contribute to meaning. To use contextual evidence to make sense of the text. To make accurate and appropriate comparisons within and across different texts. To distinguish between fact and opinion accurately and discuss ambiguity between the two. To confidently summaries content drawn from more than one paragraph. To ask questions to improve their understanding.	<u>What you will see in the classroom.</u> <ul style="list-style-type: none">• Daily individual reading for some (daily reading card in the reading folder.) (lowest 20%- daily readers)• Reading for Pleasure sessions.• Reading displays.• Reading Area.• Reading Miles to show the frequency of home reading displayed in class.• Enhancement of book areas.• Reading comprehension practise papers.

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	<p>To make developed inferences and explain and justify with textual evidence to support their reasoning.</p> <p>To make credible and insightful predictions which are securely rooted in the text.</p> <p>To identify the effect of language, including figurative; explain and evaluate its effect – including impact and suitability of choice.</p> <p>To Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To read books that are structured in different ways and read for a range of purposes.</p> <p>To make comparisons within and across the book.</p> <p>To increase 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.</p> <p>To identify and discuss themes and conventions in and across a wide range of writing.</p>	<ul style="list-style-type: none"> SAT reading practise - extracts of text. Vocabulary (word of the day) – pre read activity. Whole class reading - linked to class text. Minimum of twice weekly. Differentiated activities. SEND pre-read and activities. Non-fiction texts used in WCR. Performance poem learnt by heart and performed. Poetry and other writing in English lessons performed to an audience – performance grid completed. Quality fiction and non-fiction text used in other curriculum areas for research and information gathering.
Non- Fiction	<p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction – independently and creatively.</p>	
Poetry and Performance	<p>Learning a wider range of poetry by heart preparing poems to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>	

VIPERS	
Vocabulary 	<p>Explore the meaning of words in different contexts within fiction and non-fiction e.g. flexible means he was prepared to compromise / means it was bendy.</p> <p>Evaluate how and why authors use language, shades of meaning and a range of figurative devices to impact on the reader e.g. explain the differences between words such as: miffed, irritated, furious, fuming, irate, livid, incensed and their impact.</p> <p>Use age appropriate dictionaries and thesauri to check the meanings of words.</p>
Inference 	<p>Draw inferences across texts about characters' viewpoints, authors' viewpoints and themes e.g. soldiers were disillusioned with the war because the reality was different from what they'd been told.</p> <p>Justify their inferences and views with a variety of references from across texts and by comparing sources and considering the reliability of information e.g. selecting points that support and discrediting points that contradict their argument.</p>
Predictions 	<p>Predict what may happen based on their wider understanding of content and themes e.g. I think Macbeth will die because it's a tragedy/villain often lose.</p>

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Explanation 	<p>Identify how the same theme is represented across texts and how multiple themes are presented in longer narratives e.g. loss in WWI poetry/narratives e.g. 'Trash' is about courage, poverty, perseverance.</p> <p>Explain their thinking through making reference to key details and comparisons.</p> <p>Identify the structural conventions of non-fiction in relation to the text type (see range).</p> <p>Identify how the structure and presentation of texts contributes to the meaning e.g. moving backwards and forwards throughout the story ('Holes') using a range of narrators (Trash) pathway stories.</p> <p>Distinguish between fact, opinion and bias.</p>
Retrieval 	<p>Independently devise key questions and identify themes to research e.g. racism, slavery.</p> <p>Use skimming and scanning to locate information selectively and precisely across a range of sources.</p>
Summarise 	<p>Summarise ideas, events and information throughout a text and across texts.</p> <p>Make notes from several sources to gather information.</p> <p>Make choices about the most efficient techniques to make notes.</p> <p>Refine notes by disregarding unreliable information.</p>
Whole Class Reading Text	<p>Private Peaceful – Michael Morpurgo</p> <p>Curse of the Maya – Johnny Pearce</p> <p>Wild Boy – Rob Lloyd Jones</p>