Lockwood Primary Y6 Reading Overview

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| **Word reading** |
| Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. |
| Check that the book makes sense, explore meaning of words in context |
| **Retrieving Information and Predictions** |
| Ask questions to improve their understanding |
| Explain and discuss their understanding of what they have read providing reasoned justification for their views |
| Use text marking to identify key information in a text. Make notes from text marking |
| Make comparisons within and across books |
| Predict what might happen from details stated and implied |
| Retrieve information from non-fiction |
| Summarise main ideas, identifying key details and using quotations for illustration |
| **Inference and Deduction** |
| Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. |
| Distinguish between statements of fact and opinion |
| Make connections between other similar texts, prior knowledge and experience. |
| Identify significant ideas, events and characters and discuss their significance. |
| Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence |
| Evaluate how authors use language, including figurative language, considering the impact on the reader |
| **Text structure and organisation** |
| Identify how language, structure and presentation contribute to the meaning of a text. |
| **Developing Pleasure in Reading** |
| Read books that are structured in different ways and read for a range of purposes |
| Be familiar with myths, legends, traditional stories, modern fiction, literary heritage and books from other cultures and traditions |
| Identify and discuss themes and conventions across a range of books |
| Recommend books to others giving reasons for their choices |
| Learn a wide range of poetry by heart |
| Identify grammatical features used by writer –rhetorical questions, varied sentence lengths, varied sentence starters, empty words –to impact on the reader. |
| Read age-appropriate books with confidence and fluency (including whole novels) |
| Read aloud with intonation that shows understanding |
| **Mastery** |
| Draw inferences from subtle clues across a complete text. |
| Analyse why writers make specific vocabulary choices. |
| Identify how characters change during the events of a longer novel. |
| Explain the key features, themes and characters across a text. |