Year 6 Reading Comprehension Curriculum

Develop positive attitudes to reading	
Key Objective/Skill	**Key approach(es)?**
1a. Take pleasure in reading: Develop positive attitudes to reading and enjoy listening to books read to them	**Story time**
Year 6: Listen to texts read to them and sustain their reading of longer and more challenging texts	**Accelerated Reader (AR) texts** **Topic** **Book days**
1b. Read independently and in groups. Enjoy listening to books read to them.	**Independent reading of AR texts**
ALL YEARS: Read independently and in groups and enjoy listening to books read to them.	**Book corner** **Guided reading (reciprocal reading roles)** **Storytime** **Topic** **1:1 reading time** **Book days**
1c. Discuss books: Participate in discussion about what is read to them, taking turns and listening to what others say.	**Guided reading**
Year 6: Discuss their personal reading with others and articulate their personal response to their reading, identifying how and why a text affects the reader.	**English texts** **Assemblies based on books/stories** **Reading as a reader (T4W)** **Library time** **1:1 reading time** **Book days** **Paired reading**
1d. Extend their range of reading.	**Accelerated Reader (AR) texts**
Year 6: Develop their reading stamina and complete the independent reading of some longer texts.	**Topic** **Library time** **Book days** **1:1 reading time**

Skills and strategies to read for understanding		
Key Objective/Skill	**Key approach(es)?**	**Teaching suggestions?**
2a. Use prior knowledge to support understanding. **Year 6:** Comment on what they have read and compare this to what they expected to read, e.g. in relation to events, ideas etc. Make comparisons between a text and others they have read	• **Guided reading (reciprocal reading roles)**	• Begin reading by discussing what is already known about a topic or event • Encourage children to make links between their reading and their own experience • Consider what is known or might be expected from other, similar texts • Use prior knowledge to inform predictions and speculations about a text, (but be prepared to modify these in the light of what you actually read) • When reading non-fiction texts, discussing prior knowledge should lead easily into identifying questions that the group need answering. Use KWL grids to collect what is known. • Expect children to discuss how their prior knowledge was useful, or not, as they read through the text
2b. Check that books make sense to them **Year 6:** Link parts of a text together in order to understand how details or specific sections support a main idea or point. Accept uncertainty about the ideas or events described in a text where an author is deliberately obscuring the meaning	• **Independent reading of AR texts (incl. quizzes)** • **Guided reading (reciprocal reading roles)** • **Storytime** • **Topic** • **1:1 reading time**	• Poetry and books with hidden meanings • Model putting a text's meaning into your own words and expect chn to do the same.
2c. Ask questions to improve their understanding. **Year 6:** Identify where they do not fully understand a text. Ask effective questions that will help them clarify their understanding of the text or the topic they are researching.	• **Guided reading (reciprocal reading roles)**	• Explore what makes a good question? • Questioner role • Question matrix (resource on common) • Model different question stems e.g. 'I wonder why…?' • See, think, <u>wonder</u> • Quescussion • Use statements about the text (chn agree/disagree/undecided) • Encourage and model higher order questions • Different questions types: 'right there' 'think about' and 'find out' • In independent work, chn tabulate things character said or done and then use chart to answer questions such as 'what did you think of…then?' or 'Do you think that was the right decision to make? Why/why not?' • What know for certain? What think might be happening? What hints are you picking up? • **All you need is three questions** • **Question quadrants, tables and Book Talk** • **Blooms taxonomy of questions**

2d. Skim, scan and read closely **Year 6:** Evaluate the value of a text for an identified purpose, drawing on information acquired by skimming and scanning. Read carefully sections of texts to research information and to answer questions	• **Guided reading (reciprocal reading roles)**	• Support chn to identify the key word or phrase they should be looking for in a text to answer a question • **PMI tables**
2e. Use strategies to locate or infer the meaning of unfamiliar words **Year 6:** Check the plausibility and accuracy of their explanation of or inference about a word meaning. Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re – reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning	• **Independent reading of AR texts (incl. quizzes)** • **Guided reading (reciprocal reading roles)** • **1:1 reading time**	• **Explain how to use glossary** • **Recognise when a word is not explained by context and dictionary required** • **Ensure new words learnt are used frequently in class through English work, Word Aware work and short quizzes** **Focus on ways to celebrate new words e.g. word walls** • **Word games: 'Countdown corner', 'Which definition?' and 'Juxtapose words'**

2f. Annotate text
 	
Year 6: Identify and mark aspects of a text which are unclear in order to discuss or revisit on a second reading. As they read, identify, mark and annotate extracts which they think are significant to understanding characters, events or ideas or an author's point of view or use of language, adding a commentary where this is helpful
	• **Guided reading (reciprocal reading roles)**
	• **Topic**
	• **Reading as a reader (T4W)**
		• **Use the Thameside colours for word classes**
		• <u>**Annotation key:**</u>
		   Circle words with unfamiliar meaning
		   Underline info for retrieval question answers
		   Wavy line under the info for an inferential question answers
		   Identify 'find out more/wonder' questions
		   Box around significant moments when characters speak to each other
		   Make simple summaries or marginal notes every 2 or 3 paragraphs

2g. Visualise their understanding of what they read **Year 6:** Re-present information from a text graphically. Comment on the illustrations and graphic representations they encounter in texts, linking their comments back to the text itself.	• **Guided reading (reciprocal reading roles)**	• **Read a description of a character/creature and draw it, adding labels** • **Talk to the chn about 'picturing' scenes and event s in their minds as they read** • **Compare own ideas with the illustrations in a text** • **Act out and freeze frame scenes from a text** • **Emotions mapping**
2h. Make predictions **Year 6:** Make plausible predictions and explain what they are basing them on. Discuss how and why they need to modify their predictions as they read on.	• **Guided reading (reciprocal reading roles)** • **Reading detectives**	• **Reciprocal reading** • **Stop regularly to allow chn to predict and give opportunity to modify predictions once read a bit more.** • **Predictions based on evidence** • **In non-fiction, make use of clues e.g. sub-headings to support predictions** • **Enable chn to review predictions to identify where texts have changed direction** • **Model the language of predictions** • **Model/show that good predictions are based on clues and are 'grounded speculations'**
2i. Summarise understanding **Year 6:** Make regular, brief summaries of what they've read, linking their summary to previous predictions about the text. Update their ideas about the text in the light of what they've just read. Summarise 'evidence' from across a text to explain events or ideas. Summarise their current understanding about a text at regular intervals.	• **Guided reading (reciprocal reading roles)**	• **Reciprocal reading role** • **Summaries do not need to be of large sections of text, little and often is best** • **Use chn's over detailed accounts as the starting point for making briefer oral summaries** • **Highlight value of paragraph topic sentences to summaries** • **Set constraints e.g. can you summarise this section in 3 sentences?** • **Get chn to explain why a particular piece of info is 'key' to understanding** • **Challenge chn to complete summaries where chn have left out key info.**
2j. Adapt reading strategies for different purposes or according to the text type **Year 6:** Make sensible decisions in order to read most effectively for a specific purpose, e.g. knowing when it is useful to gain an overview of a text and how best to do it, or identify which part of the text needs to be read more carefully to find particular information	• **Guided reading (reciprocal reading roles)** • **Topic** • **Reading as a reader (T4W)**	• **Discuss the most efficient approach e.g. skim reading, reading blurb, first chapter etc to use for a particular task**

Understand the vocabulary used in texts

Key Objective/Skill	Key approach(es)?	Teaching suggestions?
3a. Build a wide vocabulary **Year 6:** Collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas about the text. Collect and define technical vocabulary met in other subjects, e.g. developing subject or topic glossaries.	• **Guided reading (reciprocal reading roles)** • **Vocabulary journals**	• **Semantic mapping and word tables** • **Word walls** • **Develop a topic dictionary or journaling approach** • **Use dictionaries in most lessons** • **Cloze procedure tasks** • **Reciprocal reading role** • **Use new words frequently in class discussions and in class work**

3b. Use a dictionary effectively
 	
Year 6: Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading. Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary.
	• **Guided reading (reciprocal reading roles)**
	• **English lessons**
		• <u>**Year Six Dictionaries & Thesaurus Guidelines:**</u>
		  - **I can distinguish between homophones and other words which are often confused**
		  - **I can convert verbs into nouns by adding a suffix**
		  - **I understand that the spelling of some words must be learnt specifically**
		  - **I can use any dictionary or thesaurus independently to improve the quality of my writing**
		  - **I use a range of spelling strategies**
		  - **I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect**

3c. Use strategies to locate of infer the meaning of unfamiliar words **Year 6:** Check the plausibility and accuracy of their explanation of, or inference about, a word meaning. Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re – reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning.	• **Guided reading (reciprocal reading roles)** • **Reading as a reader (T4W)** • **1:1 reading time** • **AR independent reading**	• **Semantic mapping and word tables** • **Lexipedia** • **Chn are not inhibited to identify unfamiliar vocabulary** • **Teach children to use useful strategies for inferring the meaning of unfamiliar vocabulary, such as: re- reading the text, reading on the next sentence, making use of glossaries, visualising the scene/ event/ information, deciding on what fits with the context, analysing parts of words for clues, using the syntax of a sentence**

Express, record and present their understanding

Key Objective/Skill	Key approach(es)?	Teaching suggestions?
4a. Develop and express their understanding **Year 6:** Contribute constructively to a discussion about reading, responding to and building on the views of others. Comment critically, orally, in writing and using graphics where necessary to support them, on the impact of books they have read.	• **Guided reading (reciprocal reading roles)**	• **Apply a range of oracy discussion models** • **When children have independently explored ideas about a text, perhaps using a book journal activity, then this can provide a useful starting point for discussion and follow up in guided reading** • **Drama structures and activities such as freeze frames, conscience alley, thought tapping and forum theatre techniques provide a good starting point for considering why things happen, why something is important and why characters respond as they do. More formal activities like debates, and acting out court room scenes and significant situations will tend to arise from the exploratory work planned.** • **Focusing a discussion or exploration on key points in a text is likely to prompt more discussion, so look for moments of crisis, disagreements, unanswered questions etc. as starting points for consideration** • **Many texts explore moral questions and issues. These too provide good discussion starters** • **Silent discussions-small and large scale**
4b. Answer questions about a text and record their understanding **Year 6:** Record details retrieved from the text about characters, events and ideas, e.g. by making a comparisons table, true or false grid etc. Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required for the answer will be explicitly stated or implied in the text.	• **Guided reading (reciprocal reading roles)** • **AR quizzes**	• **Break the process for answering a comprehension question down into its constituent steps. Model the process from beginning to end, thinking/talking aloud as you do so. Make sure you demonstrate how to write up the answer - this is an important use of shared reading. Then ask children almost the same question again and expect them to do likewise.**

Key Objective/Skill	Key approach(es)?	Teaching suggestions?
4c. Justify their ideas about a text **Year 6:** Identify material from texts to support an argument, know when it is useful to quote directly, paraphrase or adapt. Identify and summarise evidence from a text to support a hypothesis.	• **Guided reading (reciprocal reading roles)**	• See, <u>think</u>, wonder (ensure they back up their idea with the word because) • Ask children consistently: ' how do you know?' and challenge unsupported ideas or opinions about a text or element of it • Demonstrate how to justify a point of view, backing up the opinion by quoting from the text and summarising the argument succinctly • Get children to reflect on which is the best evidence (quotation or paraphrase) from a selection to support an idea about a text. Encourage children to explain their thinking. • Give children a collection of quotations from a text (or alternatively get them to highlight all the references in a text to a particular point) and ask them to decide what the collection might suggest or mean. Having agreed the main point, demonstrate how to construct an argument which makes the point and uses the best quotation to back it up. (Deciding on the best is itself an interesting discussion!) Discuss how to paraphrase or sum up the other quotations. • Give an opinion about a text or aspect of it and ask children to find the evidence to back up (or challenge) the argument. Following discussion, reflect on the best evidence and how to construct an answer to a formal comprehension question. • Speed rating • Circle of thoughts and thought circles

4d. Annotate the text to support their understanding
 	
Year 6: Identify and mark aspects of a text which are unclear in order to discuss or revisit on a second reading. As they read, identify, mark and annotate extracts which they think are significant to understanding characters, events or ideas or an author's point of view or use of language, adding a commentary where this is helpful.
	• **Guided reading (reciprocal reading roles)**
	• **Topic**
	• **Reading as a reader (T4W)**
		• Use the Thameside colours for word classes
		• <u>Annotation key:</u>
		   Circle words with unfamiliar meaning
		   Underline info for retrieval question answers
		   Wavy line under the info for an inferential question answers
		   Identify 'find out more/wonder' questions
		   Box around significant moments when characters speak to each other
		   Make simple summaries or marginal notes every 2 or 3 paragraphs

4e. Demonstrate understanding of stories, poetry and plays through retelling and reciting orally **Year 6:** Read aloud different texts, including poetry and prose, discussing and drawing out similarities and relationships of theme, format and language. Read aloud to interpret poems or stories where meanings are conveyed directly and implied, varying the performance to convey meaning to an audience.	• **Oral rehearsal (T4W)** • **KS2 annual poetry slam** • **Reading as a reader (T4W)** • **Class assemblies** • **Productions**	• Children should learn to annotate a text as if it were an actor's script, identifying where to place emphasis, change tone or suggest emotion • There are numerous informal audiences available in school – younger and older children, classmates, staff – as well as more formal opportunities to perform – assemblies, performances, open events for parents. • Theme cards

Understand the whole text

Key Objective/Skill	Key approach(es)?	Teaching suggestions?
5a. Identify main ideas and themes in a wide range of books and understand how these are developed over a text **Year 6:** Understand how a writer develops themes, ideas or points of view over a text. Identify how the narrative or author's voice influences the reader's point of view and frames their understanding. Discuss how this can change over the course of a text. In non- fiction texts distinguish between explicit and implicit points of view and discuss how the sense of the writer can develop over a text, e.g. in autobiographies.	• **Guided reading (reciprocal reading roles)** • **Reading as a reader (T4W)**	• Use language carefully to help readers distinguish between the events and the plot in a narrative and the theme and ideas that the events illustrate • Link particular narrative themes to specific text types • Use knowledge about how common ideas are used and developed across texts as an aid to making predictions • Make use of formats, e.g. emotions graphs, to track the development of an idea or theme over a short text • Trace key moments in the development of a theme by skimming, scanning and close reading across specific sections of a text • Work in this area needs to focus on change and development. This means looking at key parts or episodes or characters in the text and examining the differences with what was noticed before. • Narrative organisation formats – for example, the story mountain, 5 key scenes – provide a useful starting point for identifying differences and changes. Getting an overview of a text helps readers identify where changes occur. Concepts of beginning, middle and end can also be helpful. • Use of comparison charts and tables can help focus attention on similarities and differences • Theme cards

5b. Identify how structure and presentation contribute to meaning	• **Reading as a reader (T4W)**	• **Asking children to re-assemble sections of text which have been disassembled (reconstruction activities) is a useful ways of making them pay attention to the features and organisational structure of a text**
Year 6: Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together. Understand how writers use the features and structure of information texts to help convey their ideas or information. Analyse how the structure or organisation of a poem supports the expression of moods, feelings and attitudes.		• **Encourage children to give paragraphs a title as a kind of sub heading or title** • **Ask 'why has the author included this part? Why has she done it like this?'** • **Draw attention to the author's specific way of organising or introducing something by trying out an alternative word/ title/ rhyme etc. Ask 'What difference does the chance make?'**
5c. Make comparisons within and across texts	• **Guided reading (reciprocal reading roles)**	To focus on characters, events and information within a text:
Year 6: Make comparisons and draw contrasts between different elements of a text and across texts. Compare and contrast the work of a single author. Investigate different versions of the same story or different books on the same topic, identifying similarities and differences.		• **Collect information about different topics against headings** • **Learn to list information and present it in table form. Similarities and differences tables and Venn diagrams are good formats for collecting comparisons and contrasts** • **Use true and false formats to explore similarities and differences** • **Give children explanations or opinions and ask them to find the information, or 'evidence' to back them up or challenge them** • **Ask children to use the information they have collected about a topic to make decisions or choices, e.g. which of these 3 weapons would be better for an army attacking a castle?** To look across the text as a whole or compare with other texts: • **Similarities and differences tables and Venn diagrams are good formats for collecting comparisons and contrasts** • **Look at a number of texts by the same author to tease out comparisons** • **Compare texts within the same genre to see similarities and differences** • **Comparing a written text with the way that it is presented in another media is a useful starting point for identifying alternative approaches and differences in interpretation and presentation** • **With non- fiction texts on the same topic discuss which text is the most useful and/ or trustworthy, depending on the purpose of the reading** • **Try acting out scenes from a different point of view**
5d. Identify how language contributes to meaning	• **Guided reading (reciprocal reading roles)**	• **Cloze procedure, particularly when done as a pair activity, is a good way of focusing on alternative language choices and then back on the words an author actually chose to use.**
Year 6: Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, using an appropriate technical vocabulary. Consider how authors have introduced and extended ideas about characters, events or topics through the language choices and the way they have developed them. Comment critically on how a writer uses language to imply ideas, attitudes and points of view.	• **Reading as a reader (T4W)**	• **Focus on shades of meaning that are implied by a particular word choice** • **Play word and phrase association games – what do you think of when you hear the words …?** • **Make up word sums – 'if we add these 2 adjectives to the 2 we collected in the last paragraph, what do they add up to?'** • **Collect evocative word use, e.g. the adjectives used to describe a character, the verbs used to describe her actions. Is there a pattern in the words chosen? What effect might the author be seeking?** • **Focus on the use of figurative language and idioms, e.g. metaphors, similes, embedded metaphors. Check understanding and discuss the effect they have. Talk about the comparisons being made**
5e. Evaluate the text	• **Reading as a reader (T4W)**	• **Encourage children to give reasons for their preferences about a text, e.g. I like this best because …**
Year 6: Identify the features that make some texts more effective than others		• **Compare key parts of different texts, e.g. openings, and discuss why some work better than others** • **Give children the opportunity to make choices about the texts they read and use and then justify and review them. Ask 'What should we use as the basis for choosing a book to research a topic?' Evolve check lists and criteria** • **Find real reasons for children to express opinions, e.g. to make recommendations for others to read, or to suggest a text for the book club to read**

Retrieve information from texts

Key Objective/Skill	Key approach(es)?	Teaching suggestions?
6a. Retrieve information from texts **Year 6:** Use evidence from across a text to explain events or ideas. Identify similarities and differences between characters, places, events, objects and ideas in texts. Retrieve information from texts and evaluate its reliability and usefulness.	• **Guided reading (reciprocal reading roles)** • **AR quizzes**	• Use a basic prompt like 'What can you tell me about…?' A basic question such as 'What do we know for certain?' also focuses on retrieval of information which is directly given in the text • Encourage children to visualise their understanding by drawing maps (e.g. the setting of the narrative), diagrams and illustrations of objects, people, and places. These need to be accurate, based on the text and often labelled with wording from the text • When reading information books it is often useful to get children to re-present information in another format, for example as a diagram or graphic • Use prompts such as What did the … do? Describe … What are the reasons given for…? • Retrieval of information directly given in a text can be usefully practised when reading in other subjects
6b. Retrieve the meaning of unfamiliar vocabulary where this is explained in the text **Year 6:** Apply appropriate strategies (re-reading, reading on, visualising, word knowledge, syntax) in order to find the meaning of unfamiliar vocabulary met in independent reading. Check the plausibility and accuracy of their suggestions.	• **Guided reading (reciprocal reading roles)** • **Reading as a reader (T4W)**	• Ensure children are not inhibited to identify unfamiliar vocabulary or words they are not certain of the meaning • Use reciprocal reading techniques – particularly the clarify stage – to explore unfamiliar vocabulary • Teach children to use useful strategies to locate the meaning of unfamiliar vocabulary, such as: re- reading the text, reading on the next sentence, making use of glossaries, visualising the scene/ event/ information, deciding on what fits with the context, analysing parts of words for clues, using the syntax of a sentence • Annotate a text to identify unfamiliar words so they can reconsider their meanings later • Get children to check the meaning given in a dictionary for sense or plausibility by looking back at the original text. • When children already know a word meaning, encourage them to check the sense of the definition in the specific context • Help children to be aware of the strategies they use to locate meanings of unfamiliar words • Use language and grammatical terms consistently to talk about vocabulary, working out strategies and dictionary use.
6c. Identify how language, structure and presentation contribute to meaning **Year 6:** Use knowledge of different organisational features of texts to find information effectively. Identify and explain how complicated information is presented on the page to make reading easier	• **Guided reading (reciprocal reading roles)** • **Reading as a reader (T4W)**	See 'Reading to find out' strand.
6d. Ask retrieval questions about a text **Year 6:** Ask questions to clarify their understanding of words, phrases, events and ideas in different texts.	• **Guided reading (reciprocal reading roles)**	• Ask retrieval questions (or explain the task) before reading a section of text – in that way children read the text with the question in mind. • Identify 'right there' questions, so that children begin to recognise the types of literal retrieval questions and to know that they are looking for information which is directly given in the text. • Asking questions is a core part of reciprocal reading • All you need is three questions • Question quadrants, tables and Book Talk
6e. Distinguish between fact and opinion (Y5&6 only) **Year 6:** In autobiography and biographical writing, and in texts written for mixed purposes (e.g. leaflets that are both information giving and persuasive), distinguish between fact, opinion and fiction. In non-fiction texts distinguish between explicit and implicit points of view.	• **Reading as a reader (T4W)** • **English and topic lessons**	• List words and sayings which express approval or disapproval and explore shades of meaning, e.g. from most to least positive • Investigate character's opinions of other characters by acting out scenes, 'thoughtscaping' characters (identifying what a character really thinks as opposed to what she/ he says) • Explore how descriptions of settings and places convey a mood or atmosphere, contrast how this is done through colour, music and sound in films • Investigate how authors show rather than tell • Examine non narrative texts, e.g. restaurant menus, advertisements, which express enthusiasm or opinion in implicit ways • Explore how authors express opinions through their word choices as well as through explicit statements • Enjoy texts which are written with a strong narrative voice, e.g. The True Story of the Three Little Pigs and discuss how this changes the traditional story

Inferential understanding

Key Objective/Skill	Key approach(es)?	Teaching suggestions?
7a. Infer from what characters say and do **Year 6:** Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters.	• **Guided reading (reciprocal reading roles)** • **Reading as a reader (T4W)**	• **Encourage the language of speculation, but also the reference back to the text to check** • **Use drama activities to explore the difference between saying and meaning, e.g. thought tracking, role on the wall, and exploring the motivation behind action, e.g. hotseating, thought tracking, forum theatre** • **Draw and label pictures which illustrate key moments in a text when a character is at a point of crisis** • **Make emotions graphs/ maps to track characters' changing feelings at critical moments of the text** • **Act out passages from a text, particularly passages with dialogue, tying out different expressions to interpret what characters are thinking and feeling** • **Discuss what motivates characters to act as they do** • **Present a very strong opinion about a character and ask children to find the evidence to either support the opinion or contradict it** • **Focus on moments of crisis or change – what can we infer about what a character is thinking and feeling at this point. What are we basing our inferences on?** • **Link any practical investigative activities back to the text, in order to check the whether interpretations are consistent with the text** • **Demonstrate to children how to take their ideas and inferences about a character and construct an extended answer to a comprehension question** • **Freeze frame and caption**
7b. Predict what might happen **Year 6:** Learn to anticipate events based on their own experience, what has been read so far and knowledge of other similar texts. Discuss the plausibility of their predictions and the reason for them. 6 Make predictions, discussing the reasoning behind them, drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text. Compare their predictions with the events that occurred and consider why their predictions were accurate, plausible, or off the mark	• **Guided reading (reciprocal reading roles)** • **Reading detecttives**	• **Reciprocal reading** • **Stop regularly to allow chn to predict and give opportunity to modify predictions once read a bit more.** • **Predictions based on evidence** • **In non-fiction, make use of clues e.g. sub-headings to support predictions** • **Enable chn to review predictions to identify where texts have changed direction** • **Model the language of predictions** • **Model/show that good predictions are based on clues and are 'grounded speculations'**
7c. Identify how language ... contribute(s) to meaning: How meaning is conveyed through the writer's language choices **Year 6:** Identify the hints and suggestions that writers make through their choices of words and phrases and the associations these evoke, e.g. about characters, events or ideas.	• **Guided reading (reciprocal reading roles)** • **Reading as a reader (T4W)**	Focusing on word choices: • **In shared reading think aloud and speculate about an author's word choice** • **Use cloze procedures to focus on particular word choices. Remove or cover interesting words, or a particular word class, e.g. adjectives, from a short section of text. Ask children to work in pairs or small groups to discuss what will fit or will make sense in the context. (The pair work rather than individual work is important in order to emphasise the need to discuss). Emphasise 'the best word' rather than the first word that makes sense. Consider alternatives, then refer back to the author's original choices – and explore how and why they might differ from the children's ideas** • **Encourage children to read text aloud as if they were actors interpreting a script. How will they read particular passage or words? What kind of emphasis or tone of voice? Encourage children to listen to each other or record their attempts and discuss why particular words might be read in particular ways.** • **Collect clusters of words used in a text of a similar type, e.g. all the adjectives used to describe the building, or the words and phrases linked to a particular theme, topic or event. Ask: what do they notice about what they have collected? For example: 'Why might an author have used such violent words associated with stormy weather about ...?'** • **Teach children to word associate on significant words used in a text** • **Use prompts like What does the word ... imply about ...? Which words suggest that (the king was a cruel man)? How did the choice of words create a feeling of ...? What do phrases such as ... tell you about ...? Why did the author choose to use verbs such as ... and ...?** • **Get children to highlight the words and phrases which create a particular atmosphere or feeling. Then working in a group get them to compare ideas and discuss how the language has created the effect.** • **Sometimes it is better to give children a possible explanation / reason for using a particular pattern of words and phrases and ask them to support or contradict your argument, e.g. What words tell you that ... was upset?.** • **Represent words from a text graphically, according to how often particular words are used in a text or to describe a**

		character.
		• Get children to think about whether a writer's choices of words are implying a point of view. Ask for example do you think the writer admires…(the Celts more than the Romans)?
		Focusing on figurative language • Use the meta or technical language to talk about metaphors, similes etc. • Make a collection of favourite sayings used by or about a character • Use prompts like Why did the author use this (simile)? What is being compared here? How did the metaphor help you understand? (A character) keeps saying 'it takes one to know one'. What does he mean? What does it suggest about him? • Try inventing alternative metaphors or similes to describe or compare ideas or events from a text. How successful are the suggestions in saying something in a fresh, interesting way and implying something more about the things being compared? • Use reciprocal reading approaches (particularly the clarify and question stages) to focus on challenging vocabulary or the implied meanings of phrases
7d. Ask inferential questions **Year 6:** Ask questions to clarify and explore their understanding of what is implied in the text .	• **Guided reading (reciprocal reading roles)**	• Use reciprocal reading – particularly the questioning stage – as a prime strategy for encouraging children to ask questions • Discuss the difference between what a character says and means • Encourage children to 'put themselves into the picture' and think what questions they would ask if that event was happening to them • Help them to question important events or moments of crisis in a text – why did it happen? Would they have behave the same way? Who is to blame? • Encourage children to ask why questions of the topics they read about • Drama strategies like thought tracking and freeze frame are effective ways of exploring the gap between what is said and thought and often raises pertinent questions about characters and what they do • Ensure that questions that are raised by readers are taken seriously and discussed. At times it might be necessary to re-read sections of text to find an answer. Conversely the group may need to learn to 'hold onto' a question until the answer becomes clearer as they read further. • All you need is three questions • Question quadrants, tables and Book Talk
7e. Adapt reading strategies in order to make inferences **Year 6:** Link what they have just read to what they know (prior knowledge and experience), their knowledge of texts, and what they have read in previous sections, to make inferences and deductions. Know how to gain a rapid overview of a text, e.g. by skimming and scanning and how and when to read slowly and carefully. Build 'thinking time' into their reading, identifying questions that they want answered. Summarise their current understanding at regular intervals when reading an extended text.	• **Guided reading (reciprocal reading roles)**	• Demonstrate in shared reading how a good reader might adapt their reading strategies to different purposes. Talk through how to 'activate prior knowledge' succinctly, for example, without getting too bogged in detailed explanations. • Ensure a repeated focus on skimming/ scanning/ close reading as these are an essential set of skills.

Reading to find out

Key Objective/Skill	Key approach(es)?	Teaching suggestions?
8a. Retrieve and record information from non-fiction texts **Year 6:** Evaluate texts for their reliability and usefulness when researching a topic. Record important details retrieved from a text using an appropriate format, e.g. by making a comparisons table.	• **Guided reading (reciprocal reading roles)** • **Reading as a reader (T4W)** • **AR quizzes** • **Topic**	• Ask retrieval questions before reading a section of text – in that way they read the text with the question in mind. Similarly explain a task before the children read, e.g. I will want you to find 2 pieces of information about (the way a river develops from its source). As you read look out for ideas you can share. • Use a basic prompt like: What can you tell me about…? • Identifying 'right there' questions, so that children begin to recognise literal retrieval questions which are looking for information to be directly found in a text. Children could be taught to colour code these questions and the information relevant to answer them. • Get children to discuss which part of a text to focus on before they look for the information they need to retrieve. Which part of the text will we need to look for information about …? Which sentence told us …?

		• Encourage children to visualise their understanding by drawing maps (e.g. of the places mentioned in the text), diagrams and illustrations of objects, peoples and places. These need to be accurate – i.e. based on the text, or labelled with the wording from the text so the reference is clear. • In information books, understanding is often best expressed by asking readers to re-present detail in another format, for example in diagrammatic or graphic format • Use prompts such as What did the …do? Describe.. What are the reasons given for …? • Encourage children to find and copy, match, sequence etc. using the words and phrases from the text **When recording information:** • Represent ideas, where appropriate, in graphic and diagrammatic form, e.g. timelines, mind maps etc., adding labels to explain • Use these graphic representations as a starting point for discussion in guided reading, asking children to explain and justify their ideas and • representations • Demonstrate to children how to develop a written account, answer to a question or presentation, using their notes, graphics
8b. Ask questions to find out **Year 6:** Locate resources for a specific research task, identifying key questions to be investigated, the usefulness of the information source, and deciding how best to record and present the information. Refine research questions in the light of initial findings.	• **Guided reading (reciprocal reading roles)** • **Topic**	• Promote children's oral questioning as part of the reciprocal reading approach • Prompt children to ask different sorts of questions, both retrieval and inferential • Give as much attention to the asking of good questions as to the answering of them • Display prompt sheets of good questions to ask about a topic
8c. Identify how the structure and presentation of non-fiction texts contributes to meaning **Year 6:** Understand and explain how different conventions and presentational features are used across a range of information or non-narrative texts. Compare different types of information texts, including texts which are a mix of text types or were written for a number of purposes simultaneously, and identify differences in the way that they are structured.	• **Reading as a reader (T4W)** • **English and topic lessons**	• The features of non-fiction texts which help readers locate information include: contents, index, sub- headings, alphabetical order and page numbers. • As well as introducing and explaining these structural features, teachers will need to demonstrate how writers use presentational features such as layout, diagrams, captions, hyperlinks and bullet points in order to find information effectively. • It is important to identify and use these features but also encourage children be critical of how they are used – the emphasis should be less on whether the features are used in a text, but focused rather on how well these features help the writer express ideas clearly and help the reader understand the topic being introduced
8d. Identify how language…contributes to meaning **Year 6:** Discuss the way that writers of non-fiction match language and text structure to their intentions - to amuse, persuade etc. Explain and use accurately the subject specific vocabulary used in different non-fiction texts	• **Reading as a reader (T4W)** • **English and topic lessons**	Non -fiction reading provides a good opportunity to introduce and develop understanding of subject specific or topic specific vocabulary. It is important to remember though that a single encounter with a word is not sufficient to embed it within our working vocabularies – so repeated opportunities to use and discuss specific language choices must be created. As well as topic vocabulary, the language used to introduce readers to the subject and maintain their interest, e.g. in newspaper reports or autobiographies, needs to be identified and discussed. The non-fiction curriculum should include instructions, letters, diaries, and autobiographies as well as the range of non-narrative texts used as part of work across the curriculum.
8e. Strategies for reading non-fiction text **Year 6:** Clarify unfamiliar vocabulary met in information texts. Read effectively for different research purposes, e.g. skim and scan a text to gain an overview of a text, identify which part of the text needs to be read more carefully to find particular information, read slowly and carefully a section, annotating the text as appropriate. Plan research in other subjects, considering how best to read different sources, and find and record the information they need.	• **Guided reading (reciprocal reading roles)** • **Topic**	• Demonstrate the process of applying reading skills to find an answer and recording answers using different formats through shared reading • Remind readers of the range of strategies they might use to locate information as a prelude to research and independent reading • Focus on and demonstrate the different reading strategies in topic/ cross curricular lessons, wherever a text is used to support learning • Non- fiction texts are particularly useful contexts for teaching and practising the key strategies of 'activating prior knowledge', and skimming, scanning and close reading • The recording of answers will use appropriate formats like timelines, tables etc.
8f. Distinguish between fact and opinion (Y5&6 only) **Year 6:** In autobiography and biographical writing, and in texts written for mixed purposes (e.g. leaflets that are both information giving and persuasive), distinguish between fact, opinion and fiction. In non-fiction texts distinguish between explicit and implicit points of view.	• **Reading as a reader (T4W)** • **English and topic lessons**	See 'Retrieve information from texts' strand.