

YEAR 6: Reading

Links to Previous Learning

- Progression of VIPERS
- Traditional tales from Year 1 and 4
- Michael Morpurgo from Year 4
- Using a dictionary

Links to Future Learning

- Books structured in a variety of ways
- Different forms of poetry
- Fact and opinion
- Literary heritage texts



Reading lessons will also be supplemented with non-fiction and poetry.

KEY TEXTS

Holes	Louis Sachar	Adventure
Hansel and Gretel	Neil Gaiman	Traditional Tale
The Wolves in the Walls	Neil Gaiman	Fantasy
The Kites are Flying	Michael Morpurgo	Modern/Diverse
Letters From the Lighthouse	Emma Carroll	Historical
The Arrival	Shaun Tan	Graphic/Modern
The Works	Pie Corbett	Poetry

Year 6 National Curriculum Statements – Reading

R3: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

S2: reading books that are structured in different ways and reading for a range of purposes

R3: 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

S3: identifying and discussing themes and conventions in and across a wide range of writing

S2: learning a wider range of poetry by heart

E3: making comparisons within and across books

S2: 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

V1: understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

I1/2: asking questions to improve their understanding

I1/2: drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied

S1: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

E6: identifying how language, structure and presentation contribute to meaning

V5/I3: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

E5: distinguish between statements of fact and opinion

E8: retrieve, record and present information from non-fiction

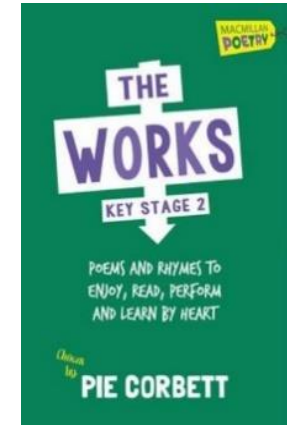
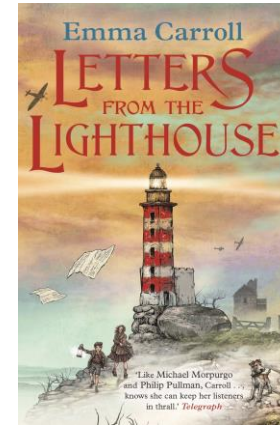
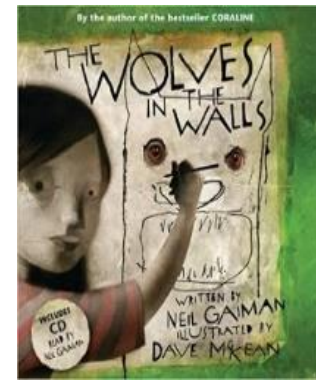
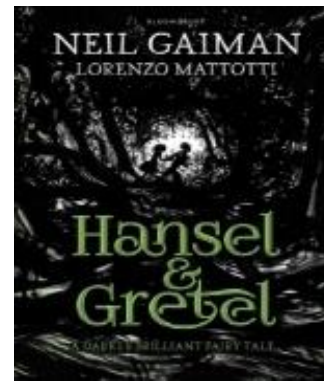
S3/4: participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’

Monday	Tuesday	Wednesday	Thursday	Friday
Vocabulary	One VIPER Skill	One VIPER Skill	One VIPER Skill	Mixed comprehension

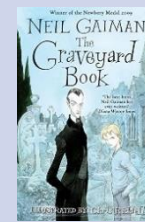
The Monday session should focus on the vocabulary the children will read that week. The VIPERS lessons from Tues-Thurs should be based on the class novels where possible. The mixed comprehension session can use any ARE text and should show a variety of genres.

VOCABULARY

Infer	Pick up ideas from the text that are not always written in the text itself.
Predict	Make a logical and reasonable guess about what could happen next.
Explain	Make an answer clear by giving reasons.
Retrieve	Find key pieces of information within the text.
Summarise	Pick out the key points that are really important.
Fact	Something that is proven to be true.
Opinion	A view of something not necessarily based on fact.
Figurative language	Words used beyond literal meaning to create an image.
Vocabulary specific to each text will be identified by teachers.	

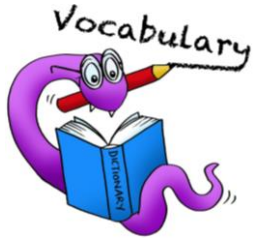


KEY AUTHOR



Neil Gaiman
1984 - Present
The Carnegie Medal

VIPERS SKILLS:



- Evaluate how the authors' use of language impacts upon the reader
- Find examples of figurative language and how this impacts the reader and contributes to meaning or mood.
- Discuss how presentation and structure contribute to meaning.
- Explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.

- What does this word/phrase/sentence tell you about the character/setting/mood?
- By writing..., what effect has the author created? Do you think they intended to?
- Can you find examples of simile, metaphor, hyperbole or personification in the text?
- Why has the text been organised in this way? Would you have done it differently?
- What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why?



- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Discuss how characters change and develop through texts by drawing inferences based on indirect clues.
- Make inferences about events, feelings, states backing these up with evidence.
- Infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text

- What do you think... means? Why do you think that? Could it be anything else?
- I think....; do you agree? Why/why not?
- Why do you think the author decided to...?
- Can you explain why...?
- What do these words mean and why do you think that the author chose them?
- How do other people's descriptions of ...show that...?
- Where else in the text can we find the answer to this question?



- Predicting what might happen from details stated and implied
- Support predictions by using relevant evidence from the text
- Confirm and modify predictions in light of new information.

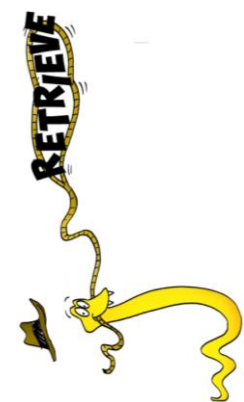
- Can you think of another story with a similar theme? How do their plots differ?
- Which stories have openings like this? Do you think that this story will develop the same way?
- Why did the author choose this setting? Will that influence the story?

VIPERS SKILLS:



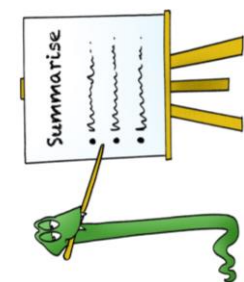
- Provide increasingly reasoned justification for my views
- recommend books for peers in detail
- Give reasons for authorial choices
- Begin to challenge points of view
- Begin to distinguish between fact and opinion
- Identifying how language, structure and presentation contribute to meaning
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Explain and discuss their understanding of what they have read, including through formal presentations and debates.
- Distinguish between fact, opinion and bias explaining how they know this.

- What is similar/different about two characters? Did the author intend that?
- Explain why... did that.
- Describe different characters' reactions to the same event.
- Does this story have a moral?
- Which is better and why?
- Can you identify where the author has shown bias towards a particular character?
- Is it fact or is it opinion? How do you know?
- How does the author make you feel at this point in the story? Why did they do that?
- Can you explain it in a different way?



- Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. *They use evidence from across whole chapters or texts
- Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.
- Retrieve, record and present information from a wide variety of non-fiction texts.
- Ask my own questions and follow a line of enquiry.

- Find the... in this text. Is it anywhere else?
- Can you skim the next... and find me the answer to...?
- When/where is this story set? Find evidence in the text.
- Find the part of the story that best describes the setting.
- What do you think is happening here? Why?
- Who is telling this story?
- What genre is...?
- Can you look at these other texts and find me what is similar and what is different?



- Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.
- Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
- Make comparisons across different books.
- Summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.

- What is the main point of the text?
- Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else?
- Sum up what has happened so far in... words/seconds or less.
- Can you read the text and summarise what has happened?
- Which is the most important point in these paragraphs? Why?
- Do any sections/paragraphs deal with the same themes?