



Reading Overview – Year 6

Cathcart Street Primary School 2026-2027

	Autumn	Spring	Summer
S2 R Un it	Unit B: Asha & the Spirit bird; Boy in the Tower; Poems for Children Unit A: diary of a Young Girl; The Boy in the Striped Pyjamas; Poems from the Second World War; Fireweed; Eyewitness – World War II	Unit C: When the Whales Walked; Darwin: A Life in Poems; The Explorer; When Darwin Sailed; The Great Sea Dragon Discovery. Unit D: Black Beauty; The Call of the Wild; The Wolves of Willoughby Chase.	Unit E: Where on Earth – Coastlines; Orphans of the Tide; Overhead in a Tower Block; The Island at the End of Everything. Unit F: The House with Chicken Legs; Grimm's Fairy Tales; Blackberry Blue.
	Year 6: NC Objectives	Year 6: NC Objectives	Year 6: NC Objectives
R e a d i n g S k i l s	- Recognise all Year 5&6 Word List words with automaticity - Identify how punctuation relates to sentence structure and how meaning is constructed in multi-clause sentences - Read closely, annotating for specific purposes - Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases - Connecting prior knowledge and textual information to make inferences and predictions	- Recognise all Year 5&6 Word List words with automaticity - Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity - Use a range of strategies for finding and locating information e.g. skimming scanning for detail Summarising a text - Secure responses and understanding through re-reading and cross-check information - Read closely, annotating for specific purposes	- Recognise all Year 5&6 Word List words with automaticity - Read closely, annotating for specific purposes Confidently use a range of strategies for finding and locating information e.g. skimming scanning for detail - Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases - Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning

W o r d R e a d	● Can read aloud with pace, fluency and expression across a range of texts; taking punctuation, presentation and author's intent into account.	● Can sustain silent reading for long periods for research or enjoyment. Can skim and scan non-fiction and fiction texts at speed for research/to answer questions.	● Can read and explain the meaning of all of the Y5/6 words confidently.
C o m p r e h e n s i o n	● Read books that are structured in different ways and read for a range of purposes ● Make comparisons within and across books e.g. plot, genre and theme ● Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ● Predict what might happen from details stated and implied ● Retrieve, record and present information from non-fiction ● Identify how language, structure and presentation contribute to meaning ● Increase their familiarity with a wide range of books, including modern fiction ● Ask questions to improve their understanding ● Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience ● Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views	● Make comparisons within and across books e.g. plot, genre and theme ● Summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas ● Distinguishing between statements of fact and opinion ● Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ● Identify how language, structure and presentation contribute to meaning ● Increase their familiarity with a wide range of books, including fiction from our literary heritage ● Identify and discuss themes and conventions in and across a wide range of writing ● Provide reasoned justifications for their views ● Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views ● Prepare plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	● Identify and discuss themes and conventions in and across a wide range of writing ● Discuss and evaluate how authors use language, including figurative language considering the impact on the reader ● Provide reasoned justification for their views ● Identify how language, structure and presentation contribute to meaning ● Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary ● Increase their familiarity with a wide range of books, including traditional tales ● Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
V o c a b	figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare		

C E W	secretary, signature, sincere(ly), sufficient, explanation, awkward, appreciate, conscious, guarantee, recommend, symbol, conscience, twelfth, vegetable, vehicle, aggressive, hindrance, foreign, exaggerate, language	opportunity, parliament, persuade, physical, prejudice privilege, profession, programme , accommodate lightning, marvellous, mischievous, necessary, neighbour	Immediate(ly), individual, interfere, leisure convenience, government, identity nuisance, controversy, pronunciation
----------------------	---	---	--