



Ready,
Respectful,
Safe

Reading Overview – Year 6

Cathcart Street Primary School 2024-2025

	Autumn	Spring	Summer
S2 R Un it	<p>Unit B: Asha & the Spirit bird; Boy in the Tower; Poems for Children</p> <p>Unit A: diary of a Young Girl; The Boy in the Striped Pyjamas; Poems from the Second World War; Fireweed; Eyewitness – World War II</p>	<p>Unit C: When the Whales Walked; Darwin: A Life in Poems; The Explorer; When Darwin Sailed; The Great Sea Dragon Discovery.</p> <p>Unit D: Black Beauty; The Call of the Wild; The Wolves of Willoughby Chase.</p>	<p>Unit E: Where on Earth – Coastlines; Orphans of the Tide; Overhead in a Tower Block; The Island at the End of Everything.</p> <p>Unit F: The House with Chicken Legs; Grimm’s Fairy Tales; Blackberry Blue.</p>
	Year 6: NC Objectives	Year 6: NC Objectives	Year 6: NC Objectives
R e a d i n g S k i l s	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> ● Can read aloud with pace, fluency and expression across a range of texts; taking punctuation, presentation and author’s intent into account. 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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	<p>figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare</p>		

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
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