



HODGE HILL
PRIMARY SCHOOL



*...putting children at the heart of everything
we think, say and do.*



Year 6

2024 - 2025

Curriculum Planning Booklet

Reading

What are we trying to achieve? (INTENT)

The threads in our curriculum builds our children' cultural capital with the knowledge, skills and understanding of the world around them to help them develop into responsible citizens, so that they can make a positive contribution to their community and the wider world. In our curriculum, oracy is a powerful tool for learning: by teaching children to become more effective speakers and listeners, we empower them to better understand themselves, each other and the world around them.

Values

Leaders have taken the three values of Create Partnership Trust, excellence, partnership and perseverance and added alongside the values of integrity, open mind-set and a spirit of adventure.

- **Excellence:** we give our best at work and play; we aim high; we believe in ourselves; we enjoy learning; we love to contribute; we are curious; we celebrate success; we think about our learning; we achieve well independently; we are proud of our work; we understand that there are steps on the way to excellence;
- **Partnership:** a commitment to collaboration – we work together; we listen to each other; we share; we learn from each other; we respect each other; we are sincere; we are good citizens of Birmingham, the United Kingdom and the world; we contribute; we are happy; we feel safe; we look after our schools; we are part of a team; we are part of a family; we help each other to achieve well; we believe that everyone is equal.
- **Perseverance:** continued effort in the face of challenge – we don't give up; we try our best; we are not afraid to make mistakes; we learn from our mistakes; we can talk about our learning; we take responsibility for our learning; we help to make our own futures; we can change if we need to; we can find solutions; we look forward; we have the courage to make difficult decisions.
- **Integrity:** is the practice of being honest and showing a consistent and uncompromising adherence to strong moral and ethical principles and values; we are honest and truthful about our own actions; we do the right thing even when no one else is looking; we act with understanding, accepting and choose to live in accordance with our principles which include honesty, fairness and decency.
- **Open mind-set:** a characteristic that involves being receptive to a wide variety of ideas, arguments and information; having the ability to think critically and rationally; we are open to other ideas and perspectives to enable us to see all of the factors that contribute to problems or come up with effective solutions; we have the ability to step outside of our own comfort zone and consider other perspectives and ideas; we are open to new ideas and experiences even if these conflict with our existing beliefs; we ask questions and actively search for information that challenges our own beliefs; we are committed to the belief that other people should be free to express their beliefs and arguments even if they do not correspond with our own.
- **Spirit of adventure:** we embrace exciting, unusual or unfamiliar experiences; we partake fully in exciting and enterprising opportunities to further and/or apply our learning; we are bold; we are willing to try new things; we embrace risk taking as we know how to do so appropriately; we are pioneers; we are innovators; we are adventurers in our learning.

Curriculum threads

Our curriculum threads are six broad themes that connect the learning across the school. The threads are designed to support our curriculum mission and narrative while putting the child at the heart of all we think, say and do. The curriculum is powered through oracy; teaching our children the skills that are needed to be an effective speaker and listener and by putting reading at the heart of all learning. Leaders draw upon literature and evidence based research from a myriad of sources in conjunction with the thoughts and feelings, ideas and innovation of our children, staff, parents and Create Partnership Trust.

Curriculum Threads (based upon ideas from Three Bridges Primary School)	Mind, body and soul: Our Physical and mental well-being	Our place in the world: Identity and Community	Nurturing nature: Sustainable development	What we are striving for: Peace v Conflict	Using our voice for good: Power and governance	Citizens of the world: Social justice and equity
	Physical and mental health cannot be separated. Poor physical health can lead to an increased risk of developing mental health problems. Conversely, poor mental health can impact negatively upon physical health, leading to an increased likelihood of some conditions occurring. Developing individual well-being is important to future health and happiness: it can also impact positively upon the well-being of the group, school and of the wider community.	Human beings have the same basic needs – it's the ways of meeting these needs that may differ. Differences in class, culture, ethnicity, gender, heritage, language, nationality and status may have significance when explaining these variations and in forming identity. In order to thrive, pupils need to feel confident in their own identity but they also need to be open in engaging positively with other identities and to recognise and challenge stereotypes. We live in an interconnected world. Decisions taken in one place can affect people living elsewhere in the world. The notion of community underpins our sense of interconnectivity and we must shape our pupils to know they and their decisions could affect others both near and far.	There are a variety of different interpretations of sustainable development but at the heart lies the recognition that our relationship with the earth depends upon our acknowledgement that there are limits to resources and the human rights of all. How we choose to share the earth's resources affects the health of the planet and its inhabitants both now and in the future.	In all communities, regardless of location, size and make up, there are conflicts of interests and disagreements. There is a continual need to develop rules, laws, customs and systems that all people accept as reasonable. Social justice, equity and rights go hand in hand with issues of peace and conflict.	Our world is dependent upon our pupils knowing their role and responsibilities within a given system. Our pupils need to know the importance of their voice but also of multiple voices in the success of a system and that systems need to be built upon equity and equality. Our pupils need to have the skills to challenge inequalities and to use the past as well as their present to inform their future.	All human beings belong to a single human race, share a common humanity and are equal in worth. Consequently, all human beings should have the same basic rights and be treated with equity. Yet, religious, political and societal beliefs do not always reflect this.

Year 6

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, and their comprehension.

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

By the end of year 6, pupils' reading should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

Notes and guidance (non-statutory): Word Reading

At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so.

Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.

When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.

Notes and guidance (non-statutory) : Comprehension

Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.

The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing.

Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.

They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.

Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.

In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information.

The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this.

Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.

Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.

The following statements for **Spoken Language** apply to all years. The content should be taught at a level appropriate to the age of the pupils, with pupils building on oral language skills that have been taught in preceding years.

Statutory requirements

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

The following list of writing objectives have come from the Birmingham Continuum for Writing, which breaks the NC2014 document into smaller steps and from the HHPS Oracy Progression which has been developed in conjunction with Voice 21 to develop oracy skills across the school.

Prior Knowledge	New Knowledge: Autumn Term
<p>In Y5, most children will be able to:</p> <ul style="list-style-type: none"> • Choose to read a wide range of fiction and/or non-fiction texts independently • Read for a range of purposes • Read books that are structured in different ways • Increase their familiarity with a wide range of books • Read and discuss an increasingly wide range of material • Identify a favourite author / genre and justify their opinions • Use a range of strategies to read unfamiliar words, demonstrating understanding of how punctuation and conjunctions are used to shape text • Use dictionaries to check the meaning of words they have read • Read text aloud with intonation and expression appropriate to grammar and punctuation • Use the information in a text to generate questions to clarify their understanding • Use their knowledge of alphabetical order and search techniques to find information to answer specific questions or to clarify meaning • Answer questions about a topic providing evidence from multiple sources • Describe characters in increasing depth, with specific reference to dialogue and actions: actual and implied • Summarise the main points of a short text and share this with others • Use inference to predict what may happen next, giving supporting evidence from the text • With support, compare and contrast elements of different texts • Express opinions about poems and stories encountered and justify their view • Identify themes and conventions in a range of books • Continue to build up a repertoire of poems learnt by heart 	<p>In Y6, most children will be able to:</p> <ul style="list-style-type: none"> • Read books that are structured in different ways and read for a range of purposes • Recommend books that they have read to their peers, giving reasons for their choices • Apply their phonic skills to read a range of unfamiliar words • Understand how hyphens are used and reads words containing them accurately • Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Ask questions to improve their understanding • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Can use information from different parts of the text to summarise the main points • Can use inference to predict what may happen next, giving supporting evidence from the text • Can compare and contrast elements of different texts • Retrieve, record and present information from non-fiction • Provide reasoned justifications for their view

Prior Knowledge	New Knowledge: Spring Term
<p>In Y6, most children will be able to:</p> <ul style="list-style-type: none"> • Read books that are structured in different ways and read for a range of purposes • Recommend books that they have read to their peers, giving reasons for their choices • Apply their phonic skills to read a range of unfamiliar words • Understand how hyphens are used and reads words containing them accurately • Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Ask questions to improve their understanding • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Can use information from different parts of the text to summarise the main points • Can use inference to predict what may happen next, giving supporting evidence from the text • Can compare and contrast elements of different texts • Retrieve, record and present information from non-fiction • Provide reasoned justifications for their view 	<ul style="list-style-type: none"> • Increase 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 • Read words with silent letters accurately • Make comparisons within and across books • Identify how language, structure and presentation contribute to meaning • Can use key supporting details from a text to summarise • Predict what might happen from details stated and implied • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying these inferences with evidence • 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 • Distinguish between statements of fact and opinion • 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 courteously

Prior Knowledge	New Knowledge: Summer Term
<p>In Y6, most children will be able to:</p> <ul style="list-style-type: none"> • Increase 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 • Apply their phonic skills to read a range of unfamiliar words • Understand how hyphens are used and reads words containing them accurately • Read words with silent letters accurately • Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Identify how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Ask questions to improve their understanding • Can use information from different parts of the text to summarise the main points • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying these inferences with evidence • Can use key supporting details from a text to summarise • Predict what might happen from details stated and implied • Identify and discuss themes and conventions in and across a wide range of writing • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Provide reasoned justifications for their view • Make comparisons within and across books • 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 courteously 	<ul style="list-style-type: none"> • Has a habit of reading widely and often, both for pleasure and information • Will choose to read a wide range of fiction and/or non-fiction texts independently • Read aloud with confidence, demonstrating an understanding of how punctuation and conjunctions are used to shape text, and uses them to maintain fluency • Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Explain and discuss their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic and using notes where necessary • Identify and discuss themes and conventions in and across a wide range of writing • Learn a wider range of poetry by heart • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience

How will we achieve our intent? (IMPLEMENTATION)

Y6: Autumn = 8 weeks + 7 weeks

Y6 Overview: Henry VIII plus selection of NF texts about Tudors

Pupils should be taught to develop positive attitudes to reading and understanding of what they read by

- listening to and discussing a wide range of books
- increasing their familiarity with a wide range of books

NOTE:

- 27% of pupils did not reach the expected standard in Y5. 7 pupils have not yet met the PSC. Struggling readers will need further scaffolding to access class texts.
- In 2024, 82% of SATs questions (reading) were within the domain of retrieval and inference
- In 2024, mean word count for each SATs text was 670

Story Time (10mins per day)

A Stage Full of Shakespeare Stories by Angela McAllister (include Macbeth)

Selection of short stories – child chosen

Teaching Schedule includes Reading Week for individual assessment and Baseline Assessment week to be aligned with the school calendar

1. 2 INSET + 3 teaching days

- a. Book Club: reading questionnaire (see resources)
- b. Book Club: model how to use informal book talk; choose home-reading books and discuss expectations for reading homework
- c. Book Club: introduce children to the Community Library

2. Daily Life in a Tudor House by Laura Wilson

- a. Retrieve, record and present information from non-fiction: teach the skill of skimming and scanning. ([Skimming and scanning texts - English - Learning with BBC Bitesize - BBC Bitesize](#)) Q: What are the benefits of skimming and scanning? SUPPORT – when might you want to read quickly? - when might scanning be useful? STRETCH – what are the potentials risks of skimming and scanning? Read the text on p44-45 (House in Time) to create a quiz for a friend. (CT MODEL questions and include 1594 – the first Shakespeare play and 1595 – Sir Walter Raleigh)
- b. Retrieve, record and present information from non-fiction: share paragraph 1 (p4 – The Tudor Monarchs). Scan the text for unfamiliar vocabulary; read and use context to define this. CT read the paragraph Bit-by-Bit with ongoing summary to check understanding. Discuss the importance of reading at a conversational pace... re-read the same paragraph. Match-my-Time. Pairs work together to scan the text to find out the chronological order of the Tudor monarchs, and the length of their reigns.
- c. Use information from different parts of the text to summarise the main points: use Tudor Kitchen (see resources). Read the text; use choose + change to identify unfamiliar vocabulary and suggest alternative synonyms which do not detract from the context. Q: Describe Mary's actions and motives. SUPPORT – why did Mary want revenge against Master John? - what did Mary hope would be the outcome of her actions? STRETCH – why did no-one stop Mary?
- d. Summarise the main ideas drawn from more than one paragraph: use Tudor House (see resources). Find a word which means unpleasantly cold or wet (**inclement**), find a word which means characteristic or unique (**distinctive**), find a word which means private (**intimate**), find a word which means usually (**primarily**). Q: Use comparative conjunctions to compare a modern home to a Tudor house. SUPPORT – use although, but and whereas in your response. - why were Tudor homes black and white? - where did most of the entertaining take place? – why did Tudor homes have small windows? – which families might have their own chapel at home? STRETCH – would you have enjoyed living in a Tudor home?
- e. Book Club: build stamina for reading – set time limits of 5, 6 and 7 minutes for silent reading, following each by a period of summarising the text.

3. Henry VIII and his Six Wives (Tick Tock Essential History Guides)

- a. To apply phonics skills to read a range of unfamiliar words: p6-7 (Catherine of Aragon) use dual coding and dictionaries to check meaning: **annulled, finalised, banished, widow, marriage, cleanliness, Parliament**, use **clarifier, challenger, builder & summariser** to discuss understanding of words in context. NOTE: Prince Arthur was Henry's older brother; he died before becoming King. Q: What was shocking about Catherine's royal marriages? SUPPORT – how old was Catherine when she was engaged to Prince Arthur? - how were Prince Arthur and Henry related? – which grand design did the families have for the union of Catherine to Henry? STRETCH – why did Catherine NOT want a divorce?
- b. To build reading fluency: reread p6-7 (Catherine of Aragon) smoothly and at a conversational pace. **Summarise main events.** Read p14-15 (Anne Boleyn). Combine information from both sections to create a timeline of events.

continued overleaf

- c. To use supporting evidence to predict what might happen: *p18-19 (Jane Seymour)*. Find a word which means a person who accompanies or looks after another (**chaperone**), find a word which suggests that someone has been killed as a punishment for wrong-doing (**execution**), find a word which means bring together (**unite**), find a word which means necessary (**essential**), find a word which means instruments or tools (**implements**). Q: If Jane Seymour had survived, how might the course of history be changed? SUPPORT – what evidence is there to suggest that Jane was Henry’s favourite wife? – why did Henry divorce his previous two wives? – where is Jane buried and why is this significant? – did Jane and Henry have any children? STRETCH – how do you think Henry’s relationship with Prince Edward differed from his relationships with Princess Mary and Princess Elizabeth?
- d. To retrieve, record and present information from non-fiction: read *Tudor Henry’s Wives* (see resources) and answer associated questions. Review and evaluate accuracy of responses.
- e. Book Club: use known **talk tactics** to recommend my next book, giving reasons
- 4. Exploration Overseas** by Jane Shuter
- a. Apply their phonic skills to read a range of unfamiliar words: read *Walter Raleigh* (see resources). Use phonics to read the suffix /shun/ - ambition, direction, destruction, vision, apprehension, provisions, exploration, expedition. Define these words by reading them in context. Now read the text, paragraph by paragraph, Bit-by-Bit with ongoing summary to check understanding. Notice the use of punctuation (including paragraphs) to guide the reader. Q: How do authors use punctuation to support understanding? SUPPORT – how do paragraphs help to organise the story? – how should we read commas and why are they important? – how can you tell when someone is speaking? STRETCH – what is the purpose of the colon in the second paragraph and the semi-colon in the penultimate paragraph? Summarise the story (which is inspired by a factual event).
- b. To build reading fluency: reread *Walter Raleigh* (see resources) and answer associated questions. Review and evaluate accurate of responses.
- c. To apply my learning: discuss tactics for reading and answering a SATs text within 20 minutes. Use *KS2 SATs (2014) The Humble Potato* + associated questions.
- d. To review my learning: mark and review answers for *The Humble Potato*. Categorise these as ‘genuine errors’ and ‘silly mistakes’. Discuss ways to minimise silly mistakes.
- e. Book Club: use **talk tokens** in to recommend my next book, giving reasons
- 5. Black and British** by David Olusoga
- a. Retrieve, record and present information from non-fiction: explore the images of *John Blanke1* and *John Blanke2* (see resources). Use **clarifier, challenger, builder & summariser** to discuss the significance of John Blanke at the court of Henry VIII. Now read *Black and British2* (see resources). Encourage children to read at a conversational pace...Match-my-Time. Q: How significant is the presence of John Blanke in this Tudor tapestry? SUPPORT – what was John Blanke’s job? – how do we know that John Blanke was employed by the palace? – where might John Blanke have come from? STRETCH – Why might Henry have been keen to have a black employee at his court?
- b. Retrieve, record and present information from non-fiction: explore the images of *Mary Rose1* (see resources). Explain that the ship was the crowning jewel of Henry VIII’s fleet. Use *Mary Rose2* (see resources) to show that in 1545 the ship sunk. Notice the England flag surrounded by bodies in the water to suggest the ship has been sunk. Use **clarifier, challenger, builder & summariser** to discuss the significance of the sinking of the ship. Now read *Black and British3* (see resources). Encourage children to read at a conversational pace...Match-my-Time. Q: How important was Jaques Francis to Henry VIII? SUPPORT – why didn’t the King ask English people to retrieve the sunken treasure? – why did Henry VIII want to recover the sunken goods? STRETCH – Slavery was legal in Italy, but not in England. Why is this significant?
- c. Retrieve, record and present information from non-fiction: explore and compare images: *Elizabeth1* and *Francis Drake, Walter Raleigh, John Hawkins* (see resources). Use **clarifier, challenger, builder & summariser** to the similarities between the images. What evidence is there to suggest that these are representations of people from Tudor times? Use *Francis Drake image* (see resources). What evidence can you find to suggest his profession? Now read *Black and British5* and *Black and British 5* (see resources). Q: Explain the growing importance of black people in the Tudor period. SUPPORT – why did the English want to trade with West Africa? – why was it important for Portuguese traders to be the first to sail to West Africa? – how did John Hawkins exploit the people of Africa? STRETCH – What organisational devices does the author use to help the reader?
- d. To apply my learning: Use *KS2 SATs (2014) Weird but Wonderful... The Octopus* + associated questions to retrieve information from non-fiction. Review and evaluate answers.
- e. Book Club: use **consensus circle** to present top 5 tips for a lifelong reader

6. Reading Week Use this week to work through the class, listening to individuals read their own book. Use Reading Fluency Rubric (see resources) to offer individual advice about next steps. Children should bring their own book to school everyday. Classroom Organisation: establish boundaries for silent independent reading. You may provide struggling readers with some reading matching games. You may use some time to assign more confident readers to read/listen to struggling readers.

a. Build stamina for reading: set time limits of 5, 6, 7 minutes for independent, silent reading while CT uses Reading Fluency Rubric to give individual advice about next steps

b. Book Club: use *talk tokens* in to recommend my next book, giving reasons

7. Assessment Week – use KS2 SATs papers as dictated by Create + these ‘practice’ papers

a. KS2 2014: White Fang: review strategies for time management. Explore different question types and mark scheme. Work with a partner to answer questions. Evaluate answers.

b. KS2 2015: Guide Dogs: review strategies for time management. Explore mark scheme and the importance of writing answers in own words (unless the question asks you to find and copy).

c. School Based Assessment (KS2 2019?)

d. Review answers for school assessment. Categorise these: silly mistakes / genuine errors.

Y6 Overview: A Stage Full of Shakespeare Stories by Angela M^cAllister

Pupils should be taught to develop positive attitudes to reading and understanding of what they read by

- **listening to and discussing a wide range of books**
- **increasing their familiarity with a wide range of books**

NOTE:

- No poetry in SATs since 2018
- Y3 studied *Midsummer Night's Dream* as a story and have looked at Shakespeare's language in using a script for *Midsummer Night's Dream*
- Y4 studied the language of Shakespeare in their study of the witches from *Macbeth* within *Romeo and Juliet*

Story Time (10mins per day)

Selection of short stories – child chosen

Teaching Schedule includes Assessment week to be aligned with the school calendar and reading week

Teacher Note: [Macbeth Act-by-Act Plot Synopsis](#) | [Shakespeare Learning Zone \(rsc.org.uk\)](#)

1. A Stage Full of Shakespeare Stories (Macbeth, p5-14)

- Understand how hyphens are used: use *Double, Double, Toil and Trouble* (see resources) to review this *Macbeth* extract from our study in Y4. Review the meaning of unfamiliar vocabulary. Notice and explore the use of hyphens (*thirty-one, blind-worm's sting, hell-broth*). Compare hyphens to dashes, used in the glossary. Use choral reading to practice reading at a conversational pace. Work as a group to perform the poem with understanding.
- Explore the meaning of words in context: use p6 to understand the cast of characters. Read the extract *Bit-by-Bit* with ongoing summary to check understanding. Q: Why has the author included p6? Now read p7 in which *Macbeth* and *Banquo* first meet the witches. Q: How does the author imply that the witches are unpleasant? SUPPORT – which adjectives tell you that the witches are ugly, mean or unkind? – why did *Banquo* call the witches 'wild creatures'? – what do the voices of the witches sound like? STRETCH – How did *Macbeth* react to the sight of the witches and why is this surprising?
- Check that the book makes sense to them: read p8. *Macbeth* returns to his home and his wife begins to plot the King's murder. Read at a conversational pace. Match-my-Time. Q: How does the author show us that *Lady Macbeth* is concerned about her husband's lack of ambition? SUPPORT – whose idea was it to kill the King? – why does *Lady Macbeth* call her husband a coward? – on a scale of 1-10, how much was killing the King *Macbeth's* idea and how much was his wife's? STRETCH – In the play, *Lady Macbeth* says to her husband 'screw your courage to the sticking plate'. What does she mean? Write the dialogue between *Lady Macbeth* and *Macbeth*
- Read for a range of purposes: read *Witch Trials* (see resources). Read smoothly (ie self-correct when you stumble over unfamiliar vocabulary – reread from the beginning of the sentence/paragraph to read the passage smoothly). Read text and answer associated questions. Review and evaluate answers.
- Book Club: use *harkness tracker* in informal book talk

2. A Stage Full of Shakespeare Stories (Macbeth, p5-14)

- Summarise the main ideas drawn from more than one paragraph: summarise the story so far: *Lady Macbeth* taunted, mocked and persuaded *Macbeth* to kill the King so that *Macbeth* would himself become King as the witches had foretold. Feeling guilty and afraid that others would discover his crime, *Macbeth* killed the King's guards; *Lady Macbeth* says: 'Things without all remedy should be without regard; what's done is done.' Q: What does *Lady Macbeth* mean and how is this supposed to comfort *Macbeth*? *Macbeth* replies 'full of scorpions is my mind'. Q: What does this tell us about how *Macbeth* is feeling? *Macbeth* decides to have *Banquo* killed so that he can't tell others about the witch's prophesy. Read p10-11 – *Macbeth* consults the witches again. Read *Bit-by-Bit* with ongoing summary to check understanding. Create a comic strip to retell the events of the story in order. Add speech/captions from the text.
- Ask questions to improve my understanding: summarise the story so far and share the timeline (see resources) of the story to show *Macbeth's* ending and the throne restored to *Malcolm*. Q: Was *Macbeth* destined to become King? SUPPORT – if he had not spoken to the witches, would *Macbeth* have killed King *Duncan*? STRETCH – who was responsible for King *Duncan's* death?
- Read for a range of purposes: Use *King James I* (see resources). Read *Bit-by-Bit* with ongoing summary to check understanding? Q: Why was Shakespeare so popular? SUPPORT – find three links to show why King *James I* liked the play *Macbeth*. – If *Macbeth* was so popular, do you think King *James* would have encouraged Shakespeare to write other plays? – If the King liked Shakespeare's plays, how might this make common people feel? STRETCH – there are two colons in this text. Why are they important?
- Read books that are structured in different ways: read *Tomorrow* (see resources/SHAKESPEARE). Read with intonation and expression – ECHO reading. *Macbeth* has just found out about the death of *Lady Macbeth*. Q: What is *Macbeth* saying about his wife – and life? SUPPORT – find a phrase which tells us whether *Lady Macbeth* was young or old – find a phrase which tells us whether *Macbeth* thinks life is important. STRETCH – At the last, *Macbeth* tells us that all lives are worth the same. How is this different to his attitude towards people in his own life?
- Book Club: use *hot-air balloon debate* to discuss merits of fiction vs non-fiction

3. A Stage Full of Shakespeare Stories (Romeo and Juliet, p16-23)

- a. To check that the book makes sense: *a soliloquy reveals a characters' innermost thoughts and feelings. Read Romeo and Juliet sliver (see resources). Pay attention to punctuation to read each phrase. Q: How does Romeo feel about Juliet? Read Romeo and Juliet (see resources). Q: How does Juliet feel about Romeo? Pay attention to punctuation to read each phrase. Read Romeo and Juliet Rose (see resources). Pay attention to punctuation to read each phrase. Q: What is Juliet saying about Romeo? Read p19. Build stamina for writing by asking for silent reading. use summariser to discuss events and share ideas.*
- b. Retrieve, record and present information from non-fiction: *read Plague (see resources). Pay attention to punctuation to read each paragraph Bit-by-Bit with ongoing summary to check understanding. Choose and change unfamiliar vocabulary to find suitable synonyms. Q: What evidence is there that the Plague was never far from Shakespeare mind? SUPPORT – how often did Shakespeare experience the Plague in his life? – how did Shakespeare include real-life events into his writing? STRETCH – how do you know that Shakespeare didn't worry about offending people with his writing?*
- c. Apply phonic skills to read a range of unfamiliar words: *read Prologue (see resources). Use phonics to read unfamiliar words and context to define them. Re-read to build fluency. Bit-by-Bit with ongoing summary to check understanding. ECHO reading and then Match-my-Time. Q: Why do you think Shakespeare gave the audience this summary before they watched the play?*
- d. To apply my learning: *read Bio Sana Amanat (see resources). Answer associated questions. Review and evaluate answers.*
- e. Book Club: *Use talk tokens in informal book talk. Build reading stamina by setting time limits for independent reading followed by time to share ideas.*

4. Classic Poetry

- a. Identify themes in a range of texts: *Shakespeare wrote poetry as well as plays. Use Sonnet 18 (see resources). A sonnet is made up of 14 lines and has a distinctive beat (usually 10 beats per line) and rhythm (dee DUM dee DUM dee DUM...) Reread to find the beat. ECHO reading. Match-my-Time. MODEL how to use white space thinking to annotate with possible meanings for each phrase. Re-read with expression and understanding. Q: What is the poet's favourite season? SUPPORT – why does the poet compare his love to a summer's day? – in what way can a person be more lovely than a summer's day? STRETCH – explain the line 'Thy eternal summer shall not fade'.*
- b. Explore the meaning of words in context: *read Sonnet 27 (see resources). Review what we know about sonnets. Read to find the beat. ECHO reading. Match-my-Time. Use Choose and Change to discuss unfamiliar vocabulary and suggest synonyms for understanding. Use white space thinking to annotate with possible meanings for each phrase. Q: Explain the author's frustration in this poem. SUPPORT – why is the poet tired? – why can the poet not go to sleep? STRETCH – in the final two lines, the poet says he can 'no quiet find' by day or night. Why not?*
- c. To apply my learning: *read Throwing a Tree (see resources) + associated questions. Review and evaluate answers.*
- d. Explore the meaning of words in context: *read Garden at Night (see resources). Use an evidence spotlight to find every possible image or inferred suggestion that the old lady's spirit is wandering. What does this suggest?*

Evidence	Reason	I wonder
<i>Like the scent of flowers, her spirit weaves its winding way...</i>	The scent of flowers is pleasant and comforting. The old lady does not move in a straight line, she weaves through the garden like the scent.	She seems happy but she never stops. Is this good or bad?

- e. Book Club: *use would-you-rather in informal book talk*

5. Impact of Shakespeare

- a. Use information from different parts of the text to summarise the main points: *see All the World's a Stage.ppt (see resources). Read 7 Ages of Man (see resources). Read use dual coding + glossary for unfamiliar words. Q: Find evidence to suggest how Shakespeare feels about each 'act'. SUPPORT – separate the poem into the 7 'acts'. - which adjectives suggest that Shakespeare did or did not like each 'act'? – explain how the voice of an old man might become like a little child. STRETCH – how did Shakespeare feel about death?*
- b. Ask questions to improve my understanding: *re-read 7 ages of Man (see resources). Study the types of questions asked in SATs and use these as a model to create a quiz for a classmate.*
- c. Use phonics skills to read unfamiliar words: *Shakespeare contributed many words to the English language: Learn about Shakespeare's contributions to the English language | Britannica Read Shakespeare Phrases (see resources) and use a dictionary to make your best guess at their meanings.*
- d. To apply my learning: *read Great City by Harold Munro (see resources). Q: Find evidence to suggest that the author feels that sunset is something special. SUPPORT – does the poet enjoy the sound of silence? – which things did sunset remind the poet about? – explain how time could be 'dead'. STRETCH – how does Munro create a winding down effect as the day is ending?*
- e. Book Club: *use talk tactics in informal book talk. Build reading stamina by setting time limits for independent reading followed by time to share ideas.*

6. Build Reading Stamina

- a. Read books that are structured in different ways: read *Bio Rick Hansen* – p3 (see resources). Q: Find evidence to surmise Rick Hanson's achievement; summarise understanding. Now explore *Rick Hansen* – p2 (see resources). Q: Find further evidence to support your opinion. summarise understanding. Q: How important is it to read every piece of information on the page? Q: How does the layout of the text support our understanding? Q: PREDICT why do you think Rick Hansen undertook this adventure? (if appropriate, play St Elmo's Fire and read the lyrics).
- b. To build reading fluency: read *Bio Rick Hansen* – p1 (see resources). Q: How does the layout of the text support our understanding? Read the first paragraph collectively (choral reading), paying attention to punctuation to read each phrase. Give a time frame for reading the rest of the page independently. This is not just about reading silently, but having the mental space to understand what we read. Create success criteria for this: Q: What strategy will you use to read unfamiliar vocabulary? SUPPORT – how will you read words that you don't know? – how will you understand words that you don't know? – how will you use punctuation to help you absorb information? summarise understanding as a group.
- c. To build reading stamina: KS2 2015 – Level 6. Read text (with adult support if necessary). We are not answering the questions in the booklet. Q: What strategy will you use to read unfamiliar vocabulary? SUPPORT – how will you read words that you don't know? – how will you understand words that you don't know? – how will you use punctuation to help you absorb information? summarise understanding as a group.
- d. To apply my learning: KS2 2016 SAMPLE – *Space Tourism* + associated questions. Review and evaluate answers.
- e. Book Club: use *hot-air balloon debate* to recommend my next read

7. Build Reading Stamina through Reading Week

Use this week to work through the class, listening to individuals read their own book. Use Reading Fluency Rubric (see resources) to offer individual advice about next steps. Children should bring their own book to school everyday. Classroom Organisation: establish boundaries for silent independent reading. You may provide struggling readers with some reading matching games. You may use some time to assign more confident readers to read/listen to struggling readers

- a. Build stamina for reading: set time limits of 5, 6, 7 minutes for independent, silent reading while CT uses Reading Fluency Rubric to give individual advice about next steps
- b. Book Club: use *talk tokens* to recommend my next book, giving reasons

8. Assessment Week – use KS2 SATs papers + these 'practice' papers

- a. KS2 2015: *California's Unlikely Warriors*: review strategies for time management. Explore different question types and mark scheme. Work with a partner to answer questions. Evaluate answers.
- b. KS2 2018: *Grannie*: review strategies for time management. Explore mark scheme and the importance of writing answers in own words (unless the question asks you to find and copy). Explore nuances of poetry.
- c. School Based Assessment (KS2 2022?)
- d. Review answers for school assessment. Categorise these: silly mistakes / genuine errors.

Y6 Overview: WWII incl My Secret War Diary, Anne Frank, Beyond the Diary & Rose Blanche

Pupils should be taught to develop positive attitudes to reading and understanding of what they read by

- **listening to and discussing a wide range of books**
- **increasing their familiarity with a wide range of books**

NOTE:

- Children can feel the pressure of time during SATs; they can be tempted to scan text quickly but this can lead to missed details and inaccurate question response. Use Match-my-Time to model how to read with punctuation at a conversational pace – demonstrate that reading does not have to be slow to absorb every detail.

Story Time (10mins per day)

Selection of short stories – child chosen

Boy in the Striped Pyjamas by John Boyne

Teaching Schedule Assessment week to be aligned with the school calendar

1. My Secret War Diary by Flossie Albright

- Identify how structure and presentation contributes to meaning: *explore layout and features of Flossie's diary* Q: How does the layout contribute to our understanding of the text? SUPPORT – (Sunday 3rd Sept) how does the inclusion of newspaper clippings impact our understanding of the event? – (Mon 22nd Apr 1940) how does reading someone else's perception of the war strengthen our own understanding? (Sun 2nd Jun 1940) how do Flossie's pictures help our understanding? STRETCH – why does the author present this information in so many different ways? Explain what you like about this style of writing and how useful you find it for non-fiction information.
- Draw inferences accurately: *read Thursday 27th July, 1939. Read with punctuation, to absorb information. Match-my-Time.* Q: Find evidence to show that Flossie is feeling mixed emotions. SUPPORT – why does Flossie say '... except I don't'? - how does Flossie feel about having a diary of her own? – which words tell you that Flossie is proud of her dad? STRETCH – how does the layout help and hinder your understanding of the story?
- Understand the impact of dashes: *Read Saturday 16th Sept, 1939. Notice the use of dashes – these slow the reader down before adding additional information. Notice brackets (used to define unfamiliar terms for the reader). Notice dashes again in 16th Nov, 17th Nov, 14th Dec and 15th Dec.* Q: How do dashes impact our understanding? SUPPORT – how should we read a dash? – does a dash indicate a new sentence? STRETCH – what is the difference between a dash and a hyphen? Write a character description of Simon.
- Make comparisons within books: *use Reading Widgits (see resources) to explore the concept of inference. Compare the accounts of Christmas Day 1939 (p35-37) and New Year 1941 (p75-76). Read with punctuation to absorb information. Match-my-Time.* Q: What evidence is there that Flossie was hoping the war would be over quickly? SUPPORT – which words suggest that Flossie is feeling happy? – which words suggest that Flossie is feeling frustrated? STRETCH – why does the author NOT tell us everything? Explain Flossie's feelings at different points in the text.
- Book Club: *build stamina for reading – set time limits of 5, 6 and 7 minutes for silent reading, following each by a period of summarising the text.*

2. My Secret War Diary by Flossie Albrighton

- Retrieve information from a text: *read Saturday 26th August (p121) – Monday 18th September, 1944 (p123). Notice the inclusion of dashes to slow the reader down! Match-my-Time. Notice the use of newspaper clippings and photos to tell the reader that these events are factual.* Q: What key events occurred during this time? SUPPORT – who were the Huns? – what was the significance of the V2? – why was 1st October a 'black' day? STRETCH – explain Flossie's changing emotions throughout these few weeks. use *clarifier, challenger, builder & summariser* to discuss understanding of words in context.
- Draw inferences accurately: *use Reading Widgits (see resources) to review the concept of inference. Read Mon 30th July – Thurs 16th Aug (p138-140). Notice the use of punctuation to slow the reader down in order to absorb information. Ellipsis, dash, comma. Use phonics to read unfamiliar vocabulary and then context to explore the meaning of as you read Bit-by-Bit (depot, Hiroshima, casualties, Soviet Union, devastation, Nagasaki, bereaved...) Re-read at a conversational pace, using intonation and expression. ECHO reading.* Q: Find evidence to show how Flossie is feeling. SUPPORT – which words tell us that Flossie is feeling scared or frustrated? - STRETCH – how do you think the King's speech made Flossie feel?
- Draw inferences accurately: *read Flanders Fields (see resources). Find a word which means enemy (foe). Find a word which means rarely (scarce). Find a word which means birds (larks). Find a word which means argument (quarrel). Read the poem at a conversational pace, using punctuation (not lines) to separate phrase. Match-my-Time.* Q: How does this poem influence the way that people commemorate those who have died in conflicts around the world? SUPPORT – who is narrating the poem? – what impression do the narrators give of their lives? – how can the reader hold the 'torch' high? – what is the significance of the author and when the poem was written? STRETCH – explain how the 'larks' are a metaphor for hope and resilience

d. Draw inferences accurately: read *War Horse.pdf* and *War Horse.doc* (see resources) and answer associated questions. Review and evaluate accuracy of responses.

e. Book Club: use known **talk tactics** to recommend my next book, giving reasons

3. Anne Frank: Beyond the Diary

a. Increase familiarity with a wide range of books: read *ME and the World*. Use infographics and ‘maths’ questions to find out how to decode these texts. MODEL how to read and understand *World Population* (p6-7). Use predictive and comparative questions maths questions. Repeat for *Languages of the World* (p8-9) and then *At School* (p20-21) Q: What information can we glean from these texts? How can we interrogate this information? How much inference will we need to employ?

b. Increase familiarity with a wide range of books: Introduce a brief history of Anne Frank. Read p37-43. Notice the layout and use of varied fonts. Explore the impact of these. Notice the use of varied punctuation and review the purpose of each. Read at a conversational pace with intonation and expression. Match-my-Time. Q: Find evidence to suggest how Anne was feeling. SUPPORT – which words tell us how Anne was feeling? – why did Anne not pack any clothes to take into hiding? – why did Anne have tears in her eyes (p43)? STRETCH – why would Jews not ‘dream of going out with a suitcase’ (p43)?

c. Draw inferences accurately: read *Anne Frank* (p44-51). Read with intonation and expression. Use retrieval questions to check understanding. Q: July 10, 1942. Anne wrote in her diary, ‘We sank into clean bed that night’. What does this tell us about Anne? SUPPORT – why was it important to unpack and tidy up before going to bed? – what had happened to Anne that day and how might she have been feeling? – if the family had not tidied up the mess, when would that have to be done? STRETCH – did Anne understand the impact of going into hiding?

d. Draw inferences accurately: read *Boy in the Striped Pyjamas* (see resources) and answer associated questions. Review and evaluate answers.

e. Book Club: use **talk tokens** in to recommend my next book, giving reasons. Build reading stamina by increasing the time limit for independent reading between informal book talk.

4. Anne Frank: Beyond the Diary

a. Use context to find the meaning of unfamiliar words: read the accounts from Tuesday Nov 10th 1942 – June 13, 1944 (on p62-66). Use punctuation to read each phrase with understanding and at a conversational pace. Match-my-Time. Find a word which means serious (p63) [**somber**]. Find a word which means escaping (p63) [**evading**]. Find a word which shows a cry of grief (p64) [**lamented**]. Find a word which shows that a situation is gloomy or depressing (p64) [**pall**]. Find a word which means pretend (p65) [**sham**]. Find a word which suggests a telling off (p65) [**brated**]. Find a word which means too difficult to overcome (p66) [**insurmountable**]. Q: How do you know that Anne was sometimes sarcastic? SUPPORT – on p65, how does Anne feel about sharing a room with Fritz Pfeffer? STRETCH – how does the punctuation help you to understand Anne’s mood?

b. Draw inferences accurately: read *Anne Frank* (see resources) to explore further extracts of the diary. Read each extract separately, using punctuation to read with understanding.

DATE	Find a (group of) word which means...	Find evidence to show...
October 9 th , 1942	<ul style="list-style-type: none"> great numbers (droves) we think that (assume) heartbreaking (heartrending) 	<ul style="list-style-type: none"> conditions at Westerbork Anne does not consider herself to be German
October 29 th , 1942	<ul style="list-style-type: none"> The family were terrified (white with fear) 	<ul style="list-style-type: none"> the carpenter was determined to unlock the secret of the bookcase
November 19 th , 1942	<ul style="list-style-type: none"> a reward of money (bounty) 	<ul style="list-style-type: none"> how Anne feels about the German soldiers
May 18 th , 1943	<ul style="list-style-type: none"> share the same beliefs and ideas (sympathize) 	<ul style="list-style-type: none"> many people do not agree with the Germans ideas
March 29 th , 1944	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
February 3 rd , 1944	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Anne has run out of energy to fight
July 15 th , 1944	<ul style="list-style-type: none"> Anne feels the threat of capture (hear the approaching thunder) 	<ul style="list-style-type: none"> Anne believes that everything will be alright in the end

continued overleaf

- c. Use inference accurately: (2 days...? On day 1, read the book and reread to build fluency. Find words which show... On day 2, find evidence...) read *Rose Blanche*. Present the first sentence: 'When wars begin, people often cheer.' Use inference to explain this statement. Review the purpose of punctuation. Read the book one page at a time, with ongoing summary to check understanding.

Page	Find a (group of) word which means...	Find evidence to show...
1	<ul style="list-style-type: none"> The vehicles were heavy and awkward (lumbering tanks) The army was loud (noise was fantastic) 	<ul style="list-style-type: none"> People were excited to see the soldiers
4-5	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Life did not change much at the beginning of the war
8-9	<ul style="list-style-type: none"> very angry (furious) 	<ul style="list-style-type: none"> The people in the lorry were scared
12-13	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Anne was determined
14-15	<ul style="list-style-type: none"> not moving (motionless) 	<ul style="list-style-type: none"> The children were not happy
18-19	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> The soldiers were not winning the war
20-21	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> The mayor wanted to be unnoticed
23-24	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> These soldiers were not from this town
Whole Text	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> What happened to Rose Blanche

- d. See yesterday's work...
- e. Book Club: use **consensus circle** to present top 5 tips for a lifelong reader
5. **Selection of Myths, Legends and Traditional Tales**
- a. Use inference accurately: read *The Boy Who Cried Wolf* (see [website](#)). Use punctuation to read with expression and intonation. Match-my-Time. Q: What is the moral (message) of this story? SUPPORT – why did no one help the boy when the wolf came? STRETCH – how might the boy in the story be able to rebuild his reputation?
- b. To apply my learning: use KS2 SATs (2013) *The Wolf Pack* and associated questions. Review and evaluate answers.
- c. Use inference accurately: read *The Little Match Girl* (see resources). Use punctuation to read with expression and intonation for understanding. Match-my-Time. Answer associated questions. Review and evaluate answers.
- d. Use inference accurately: read *Harry Potter* (see resources). There are three extracts; read these one at a time. Use punctuation to read with intonation and expression. Match-my-Time. Answer associated questions. Review and evaluate answers. Repeat with the next extract.
- e. Book Club: participate in discussions about books that are read to them and those they can read for themselves.
6. **Assessment Week** – use KS2 SATs papers + these 'practice' papers
- a. KS2 2017: *Gaby to the Rescue*: review strategies for time management. Explore different question types and mark scheme. Work with a partner to answer questions. Evaluate answers.
- b. KS2 2017: *Swimming the Channel*: review strategies for time management. Explore mark scheme and the importance of writing answers in own words (unless the question asks you to find and copy).
- c. School Based Assessment (KS2 2023?)
- d. Review answers for school assessment. Categorise these: silly mistakes / genuine errors.

Y6 Overview: SATs Practise throughout Spring 2 (7 weeks) + Summer 1 (2 weeks)

Pupils should be taught to develop positive attitudes to reading and understanding of what they read by

- **listening to and discussing a wide range of books**
- **increasing their familiarity with a wide range of books**

Story Time (10mins per day)

Street Child – Berlie Doherty

Selection of stories and poems – child chosen

Teaching Schedule – see example schedule in resources folder

Use past SATs questions going back no further than 2016 (after this date, reading expectations changed and questions became more streamlined) and NOT using any papers that will be kept for MOCK SATs during this term (2019, 2022, 2023, 2024). Include poetry study.

1. *Select from the following list to teach test techniques as needed*

- a. Strategies for reading unfamiliar words
- b. Strategies for answering different question types
- c. Using the marks allocated as a clue for the type of answer expected
- d. Strategies for using time effectively
- e. Effective use of skimming and scanning
- f. How to double check answers
- g. Find and copy accurately
- h. What does it mean to find evidence in the text?
- i. How does layout contribute to meaning?
- j. Strategies for fluent reading
- k. Reading and understanding poetry
- l. Strategies to address each of the content domains

The are still plenty of weeks left to
TEACH reading skills – do not be
tempted to spend each day assessing!

SATs Trends

- POETRY has not appeared since 2018
- RETRIEVAL (2b) and INFERENCE (2d) made up 82% of the 2024 paper
- VOCABULARY (2a) questions made fewer appearances in 2024 than in 2023
- PREDICTION (2e) has only been assessed twice since 2017
- 3-mark questions have been scaffolded since 2018; there have been two 3-mark questions in every paper since 2017

Content domain	'17	'18	'19	'22	'23	'24
2a	20	20	12	10	18	10
2b	28	26	42	38	32	38
2c	4	6	2	4	2	2
2d	44	44	36	44	46	44
2e	0	0	0	2	0	0
2f	2	0	0	2	2	0
2g	2	0	6	0	0	0
2h	0	4	2	0	0	6

2a	give/explain the meaning of words in context
2b	retrieve and record information/identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text/explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify/explain how information/narrative content is related and contributes to meaning as a whole
2g	identify/explain how meaning is enhanced through choice words and phrases
2h	make comparisons within the text

Note the word count – and this doesn't include the questions. Teach stamina for reading.

	2017		2018		2019		2022		2023		2024	
Extract	Words	Marks	W	M	W	M	W	M	W	M	W	M
First	602	15	560	17	633	14	474	16	627	14	578	16
Second	709	17	214	17	632	19	538	15	808	20	648	18
Third	626	18	714	16	903	17	541	19	611	16	786	16
Total	1,937	50	1,488	50	2,168	50	1,553	50	2,046	50	2,012	50
3m Qs	2 (third ex.)		2 (third ex.)		2 (third ex.)		2 (third ex.)		(2 nd & 3 rd ex.)		(2 nd & 3 rd ex.)	

Key: Fiction Non-fiction Poetry

Y6 Overview: Street Child by Berlie Doherty Historical Fiction

Pupils should be taught to develop positive attitudes to reading and understanding of what they read by

- **listening to and discussing a wide range of books**
- **increasing their familiarity with a wide range of books**

Story Time (10mins per day)

Selection of stories and poems – child chosen

Teaching Schedule (Teacher Notes) use short study extracts with teacher summarising gaps

1. Epilogue – Author’s Note + Workhouse + History of Barnado’s
 - a. To distinguish between statements of fact and opinion: **builder, challenger & summariser** to discuss which elements of the story are factual? Does this alter our anticipation of the story?
 - b. To identify and discuss themes and conventions in writing: *review conventions of children’s writing [happy ending, morality, good overcomes evil, underdog wins the day, pattern of three]* with reference to books previously read (21 balloons, Journey to River Sea, Viking Boy) – what do you predict will happen in this story?
 - c. Book Club: use **harkness tracker** in informal book talk
2. Preface + Chapter 1 + Chapter 2

Tell Me Your Story Jim

 - a. To build reading fluency: *dual coding + dictionary for unfamiliar words; use fluency rubric to evaluate expression & volume, phrasing, smoothness and pace*
 - Ch1, p15-16 [Jim Jarvis hopped about ... they caught him and stole the pie]
 - b. To make comparisons within a book: *compare author’s voice – preface v Ch1... what is the purpose of this shift?*
 - Ch1, p17-19 [“I’ve got the pie”... longing for the day to come]
 - c. To discuss how author’s use language and the impact on the reader: *with teacher as **prober**, explore colloquialisms and how this establishes characterisation*
 - d. To draw inferences: *who is the eldest sibling? (p18-19) How do you know?*
 - e. Book Club: use **talk tokens** in informal book talk
3. Chapter 7 – The Wild Thing + Chapter 8 – The Carpet Beaters

Ch7, p59-61 [“Joseph,” Jim asked ... long beards of ice on its handle]

 - a. To draw and justify inferences: *dual coding + dictionary for unfamiliar words; why doesn’t Jim know how long he’s been there and why does this worry him? (present as a 3-mark question: impression / evidence)*
 - Ch5, p49-50; Ch7, p 61-63
 - b. To discuss and evaluate how author’s use language: *discuss meaning of unfamiliar words in context; find references to birds; why does the author keep returning to this imagery?*
 - c. To check that the book makes sense: *SATs-style questions – focus on find & copy + fact retrieval + inference, incl 1x 3-mark question*
 - Ch8, p68-70 [Jim knew it was the gate he’d come in by ... he was free]
 - d. To use key supporting details from a text to summarise: *discuss meaning of words in context, summarise the events that made Jim’s escape possible*
 - e. Book Club: use **talk tactics** in informal book talk
4. Chapter 12 - Shrimps

Ch12, p95-96 [Next morning... Rosie’s seafood in the cold street]

 - a. To discuss use of language and the impact on the reader: *discuss meaning of words in context to check understanding; notice repeated image ‘close’... how can Jim be ‘there...in the room’ and in ‘the cold street’? How does the author want you to feel?*
 - Ch12, p97-99 [He’d been staying with Rosie a few days....“he ain’t good to me!”]
 - b. To use key supporting details to summarise: *discuss meaning of words in context; Explain Jim’s outburst during his first meeting with the doctor*
 - Ch12, p101-102 [He reminded Jim of Tip ... to keep himself alive]
 - c. To draw and justify inferences: *discuss meaning of words in context; describe the initial relationship between Jim and Shrimps, predict how this might change*
 - Ch12, p107-109 [It would be a long, long time ... like a little sun]
 - d. To discuss use of language and the impact on the reader: *discuss meaning of words in context; what does the name Grimy Nick tell us about his character? How does this make you, the reader, feel?*
 - e. Book Club: use **talk tokens** in informal book talk

continued overleaf

5. Chapter 17 - The Monster Weeps + Chapter 18 – You Can Do It Bruvver
Ch17, p141-142 [For several days ... You'll be sorry you did this to me]
- To build reading fluency: use fluency rubric to evaluate expression & volume, phrasing, smoothness and pace; **summarise** event; notice repeated 'bird' imagery and infer Jim's sense of pride; infer the 'Monster' from the title of the chapter and make reasonable prediction
Ch17, p142-145 [One summer morning ... they would never stop]
 - To build reading fluency: read independently, using context for unfamiliar words; SATs-style questions to check understanding – focus on find & copy + fact retrieval + inference, incl 1x 3-mark question
Ch18, p148-151 [What are you doing here? ... he began to run]
 - To check that the book makes sense: read independently, using context for unfamiliar words; SATs-style questions to check understanding – focus on find & copy + fact retrieval + inference, incl 1x 3-mark question
 - To discuss their understanding of what they have read: mark qs from yesterday – address misconceptions; **challenger, builder and summariser** – review events in Jim's life; was Jim right to plot against Nick?
 - Book Club: use **harkness tracker** in informal book talk
6. Chapter 23 – Shrimps Again + Chapter 24 – Looking For a Doctor + The End of the Story
Ch23, p168-171 [You're on your own now Bruvver ... rasping of his breath]
- To check that the book makes sense: read independently, using context for unfamiliar words; SATs-style questions to check understanding – focus on find & copy + fact retrieval + inference, incl 1x 3-mark question
Ch24, p174-176 [You should be in the hospital ... as she said it]
 - To draw and justify inferences: why can't Shrimps say 'hospital'? Why would it be a blessing for Shrimps to end up in a 'pauper's grave'? Why is Jim so desperate to help?
p194-195 [And this man, Bernie ...this is my home]
 - To build reading fluency: use fluency rubric to evaluate expression & volume, phrasing, smoothness and pace; **summarise** event; notice the use of 1st person. What impact does this have on the reader?
 - To make comparisons within the text: during our reading, we've seen Jim grow up. Find evidence to prove this.
 - Book Club: use **consensus circle** to list key features of various genre