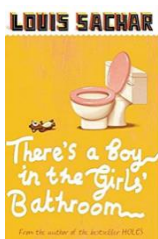
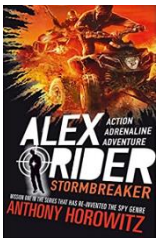
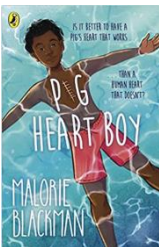
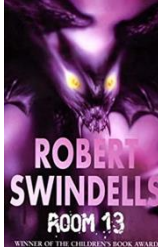


Year 6						
Reading Spine			<p>There's a boy in the girls' bathroom - Louis Sachar</p> <p>Holes - Louis Sachar</p> <p>Stormbreaker – Anthony Horowitz</p> <p>Room 13 (suspense) - Robert Swindells</p> <p>Wonder - R J Palacio</p> <p>Who Let the God's out - Maz Evans</p> <p>Skellig - David Almond</p> <p>Sky Song - Abi Elphinstone</p> <p>Philip Pullman – Clockwork</p> <p>Pig Heart Boy – Malorie Blackman</p>			
Author of the Term	Louis Sacher		Anthony Horowitz		Emma Carroll	
Poetry Spine	<p>Ted Hughes: Collected Poems for Children</p> <p>Carol Ann Duffy: New and Collected Poems for Children</p> <p>Charles Causley: Collected Poems for Children</p> <p>The Works Key Stage 2</p>					
Reading at Home	<p>Children are expected to read at least 4 times a week at home.</p> <p>Adults at home record when their child reads in their Reading Record Folder.</p> <p>Reading Record Folders are checked regularly in school.</p> <p>Every child reads to an adult regularly in school and children who do not regularly read at home read more than once a week to an adult in school.</p>					
Reading for Pleasure	<p>Daily storytelling sessions are timetabled.</p> <p>Adults read a range of genres covering poetry, fiction and non-fiction.</p> <p>Class bookcase available for children to select books from for reading for pleasure.</p> <p>Topic boxes from SSE Somerset Library Services available in class for children to read.</p>					
	Topic Related Texts:					
	• Street Child	•	• Secrets of a Sun King	• Letters from the Lighthouse • Friend or Foe	• Phoenix	•
Reading Assessment	<ol style="list-style-type: none"> 1. Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling 2. Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes 3. Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions 4. Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing 5. Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books 6. Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart 7. Read age-appropriate books, including whole novels, with confidence and fluency 					

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| | <ol style="list-style-type: none">8. Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration9. Understand what he/she reads by identifying how language, structure and presentation contribute to meaning10. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader11. Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning12. Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary13. Provide reasoned justifications for his/her views |
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