



St Paul's Reading Curriculum Year 6



Our reading curriculum consists of three key elements within each year group:

- **Read** - the essential decoding & fluency requirements correlating directly to the National Curriculum.
- **Understand** - VIPERS comprehension skills to be taught for the specific year group.
- **Apply** - how children should apply and develop their knowledge as readers for purpose and pleasure.

Read it!

In KS2, there is a growing emphasis on knowledge of root words, prefixes and suffixes as the building blocks for vocabulary construction and understanding. Decoding and fluency are building blocks for reading comprehension.



Understand it!

All NC comprehension objectives are met in the 'Understand it!' section and progression in VIPERS skills are detailed. Children will develop their VIPERS comprehension skills in each year group.



Apply it!

This section examines how pupils can apply their skills and knowledge in order to become fluent, confident readers who have developed a life-long love of reading. We have outlined some of the high-quality literature that has been specifically chosen to provide texts which are appropriate, challenging and, above all, engaging.

Children in Year 6 at St Paul's will enjoy a rich and varied reading curriculum based around high quality, carefully selected texts. These books are used to teach reading and writing; explore literary technique; develop comprehension skills and promote a love of reading and performance. Our 'Thrive' selection supports our PSHE curriculum as well as helping to develop the children's social and emotional skills whilst representing British Values and our Trust Virtues. Below details a selection of texts used in Y6.

Fiction												
Non-Fiction												
Poetry							Thrive					

1. READ IT: WORD READING & FLUENCY IN Y6

WORD READING	COMMON EXCEPTION WORDS - Read most Y6/ Y6 exception words								FLUENCY
<p>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. Apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.</p>	accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward	bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond	criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (-ped, -ment)	especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity	immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance	occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue	recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier	stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically.</p> <p>Any focus on word reading should support the development of vocabulary.</p>

2. UNDERSTAND IT: VIPERS FOR COMPREHENSION IN Y6

VOCABULARY	INFERENCE	PREDICTION	EXPLANATION	RETRIEVAL	SEQUENCE & SUMMARISE
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<ul style="list-style-type: none"> • explore the meaning of words in context, confidently using a dictionary • discuss how the author’s choice of language impacts the reader/ evaluate the author’s use of language • investigate alternative word choices • begin to look at the use of figurative language • use a thesaurus to find synonyms for a larger variety of words • read around the word’ and explore its meaning in the broader context of a section or paragraph. • PRIOR KNOWLEDGE: That an author chooses words carefully and that changing these can change the mood of the text. • Begin to know that figurative language includes simile, personification, and metaphor. • Know that features such as the glossary can help me to find the meaning of unfamiliar, subject specific words 	<ul style="list-style-type: none"> • draw inferences such as inferring characters’ feelings, thoughts, and motives from their actions, and justifying inferences with evidence. • make inferences about actions, feelings, events, or states • use figurative language to infer meaning • give one or two pieces of evidence to support the point they are making. • begin to draw evidence from more than one place across a text. • PRIOR KNOWLEDGE • That many words convey meaning and that these provide hints or clues about actions or events, including figurative language. • That authors often show us rather than explicitly tell us 	<ul style="list-style-type: none"> • predict what might happen from details stated and implied, supporting predictions with relevant evidence from the text. • confirm and modify predictions as they read on. • PRIOR KNOWLEDGE • Know that ‘implied’ means a hint or suggestion in the text. • Able to use a wide range of evidence to justify predictions. • Know that <i>to justify my opinion</i> means to support it with more than one piece of evidence. • Know that many stories / genre share plot development. 	<ul style="list-style-type: none"> • 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. • 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 • explain and discuss understanding of what they have read, including through formal presentations and debates. • PRIOR KNOWLEDGE • that answer must be backed up with evidence from the text. • That people have different points of view. • To listen to differing views and weigh up arguments. That predictions must be justified with more than one piece of evidence e.g. I think this because of... and... 	<ul style="list-style-type: none"> • confidently skim and scan, and also use the skill of reading before and after to retrieve information. • use evidence from across larger sections of text • read a broader range of texts including myths, legends, stories from other cultures, modern fiction, and archaic texts. • retrieve, record, and present information from non-fiction texts. • ask my own questions and follow a line of enquiry. • PRIOR KNOWLEDGE • How to skim and scan. • That there are many genre of fiction book, each with their own unique features. • Some of the features of the different genre e.g., traditional tales, quest, myths etc. Be able to use some question stems to ask and answer my own questions. 	<ul style="list-style-type: none"> • Summarise the main ideas drawn from more than one paragraph, page, chapter, or the entire text identifying key details to support the main ideas. make connections between information across the text and include this is an answer. • discuss the themes or conventions from a chapter or text • identify themes across a wide range of writing. • PRIOR KNOWLEDGE • That a summary uses only essential words or phrases, including those derived from the text to give an overview. How to condense information into key words or sentences (in a nutshell).
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3. APPLY IT IN Y6

READING FOR PURPOSE	READING FOR PLEASURE	READING TO PERFORM/DEBATE
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Retrieve and record information from non-fiction texts.

Reading across the curriculum

includes:

Reading novels, short stories, plays, poems reference texts, maps, graphs and timetables advertisements, promotional leaflets comics, newspapers and magazines, letters and emails, signs and posters recipes, manuals and instructions, explanation texts, blogs and web pages, catalogues and directories.

Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks

- Reading books that are structured in different ways and reading for a range of purposes
- 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 English
- Recommending books that they have read to their peers, giving reasons for their choices
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books
- Learning a wider range of poetry by heart
- 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

Branching out in Year 6



Children are encouraged to try new authors through 'Book Talk'. Sharing ideas and recommendations helps to broaden the children's reading experience



Prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.

Begin to use appropriate intonation and volume when reading aloud.

A Midsummer Night's Dream- William Shakespeare (and children's adapted versions from Tony Ross)

Leaver's Play

Poems learnt by heart in Year 6

If by Robert Louis Stephenson

The Eagle- Alfred Lord Tennyson

Isn't My Name Magical by James Berry

Extinct by Mandy Coe

Nothingmas Day by Adrian Mitchell

Someone by Walter Del a Mare

Little Red Riding Hood and the Wolf by Roald Dahl

Ye Spotted Snakes by William Shakespeare (Lullaby from Midsummer Night's Dream)