Pathways Literacy

Pathways to Read

Year 6 Reading Skills

Meaning of words, retrieval, sequence/summarise, inference, prediction,

structure and organisation, language choice and making comparisons

Clarify vocabulary: progression in meaning of words

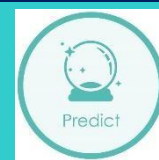| Year group	National curriculum	Skill progression	Questions
6	Explore the meaning of words in context	• Discuss understanding and identify the meaning of words in context	Find and copy one word which shows that… Find two words or phrases that make the passage seem… What does… mean in this sentence? Find and copy a group of words that means the same as … What do the words … mean? Which word is closest in meaning to ___? (Give options) Find and copy one word which means… Why is the word ___ in inverted commas? What does the word ___ tell you about…? Choose the best words to match the description (multiple choice x 4) The writer has used the simile / metaphor… What does this mean? How can we describe… using similes/ metaphors? Which keyword(s) tell you about the character/ setting/ mood? Find similar words that (different) authors use to convey information (non-fiction texts). What other words or phrases could the author have used?

Progression in retrieval

Year group	National curriculum	Skill progression	Questions
6	Ask questions to improve their understanding Retrieve, record and present information from non-fiction	• In non-fiction, retrieve, record and present information • Ask questions and find the answers to questions in a text • Extract complex information from the text • • Use quotations to illustrate ideas Plan and decide independently what information needs to be searched for • Make appropriate notes from research using a variety of sources • Apply information retrieval skills across the curriculum	What is…? Why had…? Who else…? What event…? Why do…? Why has..? Give one… Name two… Explain why… Two columns. Tick either based on a question. What conclusion does … draw from this? How do people feel about the…? Which words would best complete (statement) 4 tick boxes Look at the _____. Who…….? What is happening after/before…? True or false – table of 4 statements Why is it important for… ? tick one Complete the table (headings with a series of bullet points requiring retrieval from the text) Where did (character) find the ……? What do _____ spend time doing? Give two pieces of evidence that… Number these (5) facts in the order that they happen. How did _____ react when….? What was one effect of…? What does the poet ask….? What evidence is there that this was written for…? How does the writer show they had mixed feelings about…?

Progression in sequencing/summarising

Year group	National curriculum	Skill progression	Questions
6	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	• Use the skills of skimming, scanning, textmarking and note taking to identify key ideas	Which section of the text is likely to inform readers that… Which of the following would be the most suitable summary of the whole text? (give options to choose from) Can you number these events 1-5 in the order that they happened? Can you summarise in a sentence each section / paragraph of the story/ text? Can you choose one word to summarise each paragraph? Can you summarise the story in __ words? The character in three words? Skim the text. Start with sub-heading/headlines/titles/topic sentences. What is this text about? List 3 words. Scan the text for e.g. dates/character names/setting names etc. What does this section of text tell us about _____?

Progression in inference

Year group	National curriculum	Skill progression	Questions
6	Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence • Identify characteristics of stock characters in a variety of genres • Identify evidence of characters that challenge stereotypes and surprise the reader • Recognise that authors can use dialogue at certain points in a story to explain plot, show character and relationships, convey mood or create humour • Make inferences about the perspective of the author from what is written and implied Distinguish between statements of fact and opinion • Identify and discuss themes and conventions in and across a wide range of writing	What is (character) thinking about after/when – 4 thought bubble tick boxes Statement. This suggest that…. Tick one (of 4) Statement. Give two ways they are important. What does it mean when she says this? What impressions do you get of the relationship between _____ and _____? Tick one box to show whether each box is a fact or opinion. What other impressions do you get (after a more obvious one has been stated)? Explain what the writer/poet finds/weird/different/exciting etc about 'section of text'. Why does she 'hesitate'? What is one thing that does not change through……? Tick two sections/verses that are about …… What suggests that (setting) was not well looked after? How can you tell that (character) was determined to ……? Give two reasons why he does/doesn't want….. How can you tell that there was something strange about…..? Give two.

Progression in prediction

Year group	National curriculum	Skill progression	Questions
6	Predict what might happen from details stated and implied	• Make predictions based on details stated and implied • Predict using more complex narratives e.g. narratives with flashback, narratives with different viewpoints, narrative with two parallel threads in it • Refer to the text to support predictions and opinions	Predict from the cover/ blurb/ inside cover. What is happening now? What happened before this? What might happen next? Use evidence from the text to support. Do you think…will happen? Explain reasons. How might characters change throughout this story? Adapt predictions as the story unfolds. Is the character similar any other characters / people you know? How would they behave in this situation? Do you know another story which deals with the same issues, e.g. social, cultural, moral issues? Could this story end in a similar way? Do you know other stories that start in a similar way? Will both characters go on the same journey in this story? What will happen to them both? What will the plot of this story be? What is the structure of this narrative? Predict from key words throughout the text – use to predict plot. Predict plotlines from headlines. Predict content. Predict vocabulary. Predict text type – what features will you see in this text? Predict plot from sentences about events.

Progression in structure and organisation

Year group	National curriculum	Skill progression	Questions
6	Read books that are structured in different ways Identify how language, structure, and presentation contribute to meaning	• Comment on the structural choices the author has made when organising the text • Explain how the structural choices support the writer's theme and purpose • Analyse how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes • Describe and evaluate the styles of individual writers and poets, providing evidence and justifying interpretations • Compare, contrast and explore the styles of writers and poets, providing evidence and explanations • Identify and discuss irony and its effect	Name two of the difficulties (character) had in the story. Explain how he/she dealt with them. Explain how the text has been arranged to support the reader. Why? Can you explain how writers have similar/ contrasting styles? Explain how figurative language (similes, metaphors, personification) contributes to meaning. Do you agree with the way the problem was solved/ story ended? Explain What are the ___ for? What is the purpose of…? How does … create an atmosphere of …? Were there any clues that… would happen? How does… prepare the reader for the ending? Explain why… has been placed at the beginning Explain how section … is different from others. What is the purpose of the text? How do you know? How does the writer make it interesting / engaging / exciting? Explain how the whole of… has the effect of... Explain how the passage gives a positive / negative impression of…
		Comment and compare the language choices the author has made to convey information over a range of non-fiction texts.	Explain how this text is suitable for…

Progression in language choice

Year group	National curriculum	Skill progression	Questions
6	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	• Identify how style is influenced by the intended audience • Identify common elements of an author's style and make comparisons between books • Comment on the use of unusual or surprising language choices and effects in poetry such as onomatopoeia and metaphor and comment on how this influences meaning • Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes • Identify and discuss the viewpoint in the text e.g. recognise that the narrator can change and be manipulated e.g. the story has 2 narrators, a different character takes over the storytelling Declare and justify personal preferences for writers and types of text	What does the word….tell you about…? Find two words or phrases which make the passage seem… Find two words or phrases which show the writer thinks… Explain how the words… make it seem… Why has the writer used the word…? What is the purpose of the text? Which words have been chosen for this purpose? What is the effect of the sentence (quote)…? Which keyword(s) tell you about the character/ setting/ mood? How is language used to create a positive / negative image of…? What does the choice of language suggest about…? How has the author used a range of vocabulary to convey different messages, moods, feelings and attitudes? What is it about the language choice that tells you it was written a long time ago? Give one example of the use of humour in the text. The word _____suggests that the character _____. Find and copy one word that suggests _____ is unpleasant, generous, fruitful etc What does this metaphor tell us about _____. Which is your favourite author and why? Why do you like this author?

		Progression in making comparisons		
Year group	National curriculum	Skill progression	Questions	
6	Make comparisons within and across texts	• Compare and contrast the key features of a range of appropriate texts • Compare and contrast characters across a range of appropriate texts • Compare and contrast themes and conventions across a range of appropriate texts (social, cultural and historical)	How is / are ___ similar to / different from…? List the similarities and differences between… (characters / settings / layout) How did the characters' reactions differ when…? How does (character's) mood change…? How does the mood change when…? Why do you think the layout is different from / similar to…? Why does the layout change…? Compare paragraph 1 with paragraph 2. What are the two contrasting viewpoints? How is the author's viewpoint different? How is the author's viewpoint different in different sections of the text? Fill in/read comparison tables, Venn diagrams, tick boxes.	