

SEQUENTIAL READING CURRICULUM

End points which show progression of knowledge, understanding and skills in Reading at an age appropriate level

Year Group: 6

	T1	T2	T3	T4	T5	T6
Key TEXTS: *subject to change	Journey to the River Sea – Eva Ibbotson The Viewer – Gary Crew	Street Child – Berlie Doherty	The Nowhere Emporium – Ross MacKenzie	The Boy in the Tower Block - Polly Ho-Yen		
Focus Poet for the year group: Joseph Coelho						
Decode / word-reading:	As for Y5, children apply their growing knowledge of root prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. Children read a wide range of exception words, including the Y5-6 list and similar words which occur in the texts they read.					
Comprehend, locate and retrieve: vocabulary characters settings events information justify using text	Begin to independently locate information in texts and provide justifications for their views. Offer opinions and predictions supported by the text. Use skimming and scanning and practise text marking to support answers to questions which require analysis (mood/setting/	Practise independently locating information in texts and provide justifications for their views. Offer opinions and predictions supported by the text. Use skimming and scanning and develop text marking skills to support answers to questions which require analysis (mood/setting/	Practise independently locating information in texts and provide reasoned justifications for their views. Summarise details to support opinions and predictions. Use skimming and scanning and develop text marking skills to support answers to questions which require analysis (mood/setting/	Independently locate information in texts and provide reasoned justifications for their views supported by accurate quotations from the text. Retrieve and summarise details to support opinions and predictions. Use skimming, scanning and text marking to support answers to questions which require analysis (mood/setting/	Independently locate information in texts and provide reasoned justifications for their views supported by accurate quotations from the text. Retrieve and summarise details to support opinions and predictions. Use skimming, scanning and text marking to support answers to questions which require analysis (mood/setting/	Independently locating information in texts and provide reasoned justifications for their views supported by accurate quotations from the text. Retrieve and summarise details to support opinions and predictions. Use skimming, scanning and text marking to support answers to questions which require analysis (mood/setting/

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	characters and to support own viewpoint).	characters and to support own viewpoint).	characters and to support own viewpoint).	characters and to support own viewpoint).	characters and to support own viewpoint).	characters and to support own viewpoint).
<p>Inferential understanding: prediction sequencing events summary use of dictionary nuanced vocabulary</p>	<p>With support children draw hidden inferences and justify them using textual evidence including quotations.</p> <p>Make reasoned predictions from implied details.</p> <p>Lead by a teacher, begin to show an understanding of themes across a wide range of texts and compare.</p> <p>Discuss the nuanced meanings of words and phrases in context.</p>	<p>With growing independence, children draw hidden inferences and justify them using textual evidence including quotations.</p> <p>Make reasoned predictions from implied details.</p> <p>Lead by a teacher, contribute to class discussion about themes across a wide range of texts and compare.</p> <p>Discuss the nuanced meanings of words and phrases in context.</p>	<p>With growing confidence, fluency and independence, children draw hidden inferences and justify them using textual evidence including quotations.</p> <p>Make reasoned predictions from implied details.</p> <p>Begin to share and compare ideas about themes across a wide range of texts and begin to summarise main ideas.</p> <p>Discuss the nuanced meanings of words and phrases in context.</p>	<p>With confidence, fluency and independence, children draw hidden inferences and justify them using textual evidence including quotations.</p> <p>Make reasoned predictions from implied details.</p> <p>Share and compare ideas about themes using evaluative skills across a wide range of texts and practise summarising main ideas.</p> <p>Work out the nuanced meanings of words and phrases in context.</p>	<p>With confidence, fluency and independence, children draw hidden inferences and justify them using textual evidence including quotations.</p> <p>Make reasoned predictions from implied details.</p> <p>Share and compare ideas about themes using evaluative skills across a wide range of texts and practise summarising main ideas.</p> <p>Work out the nuanced meanings of words and phrases in context.</p>	<p>With confidence, fluency and independence, children draw hidden inferences and justify them using textual evidence including quotations.</p> <p>Make reasoned predictions from implied details.</p> <p>Confidently, share and compare ideas about themes using evaluative skills across a wide range of texts and practise summarising main ideas.</p> <p>Work out the nuanced meanings of words and phrases in context.</p>
<p>Respond to text: With confidence and familiarity, children</p>	<p>Through supported discussion, evaluate how authors use language.</p>	<p>Discuss and evaluate how authors use language and consider the effect on the reader.</p>	<p>Discuss and evaluate how authors use language and consider the effect of</p>	<p>Discuss and evaluate how authors use language, talking readily about the effect of words and</p>	<p>Discuss and evaluate how authors use language, talking readily about the effect of words and</p>	<p>Discuss and evaluate how authors use language, talking readily about the effect of words and</p>

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<p>participate in discussion about books that are read to them and those they read independently, building on their own and others' ideas and challenging others' views courteously.</p>	<p>Distinguish between facts and opinions. Explain and discuss understanding of what they have read and begin to express a point of view with justification.</p>	<p>Distinguish between facts and opinions. Explain and discuss understanding of what they have read and begin to express a point of view with reasoned justification.</p>	<p>words and phrases on the reader. Distinguish between facts and opinions. Explain and discuss understanding of what they have read and express a point of view with reasoned justification.</p>	<p>phrases on the reader including figurative language and its impact. Distinguish between facts and opinions. Explain and discuss understanding of what they have read and express a point of view with reasoned justification.</p>	<p>phrases on the reader including figurative language and its impact. Distinguish between facts and opinions. Explain and discuss understanding of what they have read and express a point of view with reasoned justification.</p>	<p>phrases on the reader including figurative language and its impact. Distinguish between facts and opinions. Explain and discuss understanding of what they have read and express a point of view with reasoned justification.</p>
<p>Fluency and phrasing: reading at 90% accuracy without overt segmenting and blending automaticity phrasing appropriate to meaning</p>	<p>Children show that they can: read age-appropriate texts fluently and with confidence; learn and recite a wider range of poetry, sometimes by heart; read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience; notice and respond to punctuation and phrasing when reading aloud; gain, maintain and monitor the interest of the listener; automatically read a wide range of exception words, including the Y5-6 list and similar words which occur in texts.</p> <p>By the end of the year, children should be reading 150 – 200 + words per minute.</p>					