

Progression of Reading Skills  
Year 6(B)

	T1	T2	T3	T4	T5	T6
Topic	<b>South America</b>	<b>Amazon Rainforest</b>	<b>World War 2</b>	<b>World War 2 Local Study Wind In the Wil- lows</b>	<b>Journeys and Trade</b>	<b>Early islamic Civil- isation</b>
KEY TEXTS: Fiction Non-fiction Poetry	<p><b>Fiction:</b> The Ex- plorer - Katherine Rundell</p> <p><b>Non-Fiction:</b> In- formation texts about South Amer- ica and Brazil</p> <p><b>Poetry:</b> Conversa- tion with a Tree</p>	<p><b>Fiction:</b> The Ex- plorer - K. Rundell</p> <p><b>Non-Fiction:</b> Con- servation in the Rainforest.</p>	<p><b>Fiction:</b> Friend or Foe - M. Morpurgo</p> <p><b>Fiction:</b> When the Sky Falls - Phil Earle</p> <p><b>Non-Fiction</b> texts about WW2</p>	<p><b>Fiction:</b> The Wind in the Willows - K. Grahame</p> <p><b>Non-Fiction:</b> Kent at War</p> <p><b>Poetry</b> to learn by heart.</p>	<p><b>Fiction:</b> The Wind in the Willows - K. Grahame</p> <p><b>Non-Fiction</b> Texts linked to geography topic.</p> <p><b>Playscript</b> - Year 6 Production</p>	<p><b>Playscript</b> - Year 6 production</p> <p><b>Non-Fiction:</b> Early Islamic Civilisation</p> <p><b>Non-Fiction:</b> The golden Age of Baghdad</p>
Subsidiary Texts	<p>The Mollie Bird - Jules Pottle</p> <p>Interpreting atlases</p> <p>The Amazon and Us - WWF publication.</p>	<p>The Vanishing Rain- forest - R. Platt</p> <p>The Amazon and Us - WWF publication</p>	<p>Anne Frank's Diary - Anne Frank</p> <p>War Boy: A Wartime Childhood - M. Foreman</p> <p>The speeches of Winston Churchill</p>	<p>The Jabberwocky The Pig From a Railway Car- riage The Tyger The Listeners</p>	<p>On the Move - M.Rosen</p>	<p>Amazing Muslims who changed the world.</p> <p>1001 inventions and awesome facts from the Muslim Civilisa- tion.</p>

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<b>Decode / Word-reading</b> Phonics Common exception words	<b>Consolidate from Year 5:</b> <ul style="list-style-type: none"> <li>• apply a growing knowledge of root words, prefixes and suffixes.</li> <li>• appreciation of morphology and etymology of words.</li> <li>• reading most common exception words.</li> <li>• attempt to decode any unfamiliar words with growing speed and accuracy.</li> <li>• understand some challenging vocabulary and its meaning within a context, sometimes supported by using a dictionary or thesaurus.</li> </ul>	<b>Introduce or practise:</b> <ul style="list-style-type: none"> <li>• apply a growing knowledge of root words, prefixes and suffixes.</li> <li>• appreciation of morphology and etymology of words.</li> <li>• reading all common exception words from Year 5/6 list.</li> <li>• decoding any unfamiliar words with increasing speed and skill.</li> <li>• making sense of unfamiliar words using contextual clues.</li> <li>• interventions as necessary to achieve the above.</li> </ul>	<b>Develop:</b> <ul style="list-style-type: none"> <li>• apply a growing knowledge of root words, prefixes and suffixes.</li> <li>• understanding of morphology and etymology of words.</li> <li>• reading all common exception words from Year 5/6 list.</li> <li>• decoding any unfamiliar words with increasing speed and skill.</li> <li>• making sense of unfamiliar words using contextual clues.</li> <li>• interventions as necessary to achieve the above.</li> </ul>	<b>Embed:</b> <ul style="list-style-type: none"> <li>• apply a growing knowledge of root words, prefixes and suffixes.</li> <li>• understanding of morphology and etymology of words.</li> <li>• reading all common exception words from Year 5/6 list.</li> <li>• decoding any unfamiliar words with increasing speed and skill.</li> <li>• making sense of unfamiliar words using contextual clues.</li> <li>• interventions as necessary to achieve the above.</li> </ul>	<b>Embed:</b> <ul style="list-style-type: none"> <li>• apply a growing knowledge of root words, prefixes and suffixes.</li> <li>• understanding of morphology and etymology of words.</li> <li>• reading all common exception words from Year 5/6 list.</li> <li>• decoding any unfamiliar words with increasing speed and skill.</li> <li>• making sense of unfamiliar words using contextual clues.</li> <li>• interventions as necessary to achieve the above.</li> </ul>	<b>Embed:</b> <ul style="list-style-type: none"> <li>• apply a growing knowledge of root words, prefixes and suffixes.</li> <li>• understanding of morphology and etymology of words.</li> <li>• reading all common exception words from Year 5/6 list.</li> <li>• decoding any unfamiliar words with increasing speed and skill.</li> <li>• making sense of unfamiliar words using contextual clues.</li> <li>• interventions as necessary to achieve the above.</li> </ul>

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<p><b>Fluency and Phrasing</b>            Reading at 90% accuracy without overt segmenting and blending.            Automaticity            Phrasing</p> <p>Year 6 target:            150-200 wpm</p>	<p><b>Consolidate from Year 5:</b></p> <ul style="list-style-type: none"> <li>• reading aloud a wider range of texts with accuracy and reasonable speaking pace.</li> <li>• reading most words (from age-appropriate texts) effortlessly and working out how to pronounce unfamiliar words.</li> <li>• noticing and responding to punctuation and phrasing when reading aloud.</li> </ul>	<p><b>Introduce or practise:</b></p> <ul style="list-style-type: none"> <li>• reading aloud a wider range of texts with accuracy and reasonable speaking pace.</li> <li>• reading most words (from age-appropriate texts) effortlessly and working out how to pronounce unfamiliar words.</li> <li>• noticing and responding to punctuation and phrasing when reading aloud.</li> <li>• learn and recite a wider range of poetry, sometimes by heart.</li> </ul>	<p><b>Develop:</b></p> <ul style="list-style-type: none"> <li>• read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.</li> <li>• reading aloud a wider range of texts with accuracy and reasonable speaking pace.</li> <li>• reading most words (from age-appropriate texts) effortlessly and working out how to pronounce unfamiliar words.</li> <li>• noticing and responding to punctuation and phrasing when reading aloud.</li> </ul>	<p><b>Embed:</b></p> <ul style="list-style-type: none"> <li>• reading aloud a wider range of texts with accuracy and reasonable speaking pace.</li> <li>• reading most words (from age-appropriate texts) effortlessly and working out how to pronounce unfamiliar words.</li> <li>• noticing and responding to punctuation and phrasing when reading aloud.</li> <li>• gain, maintain and monitor the interest of the listener.</li> </ul>	<p><b>Embed:</b></p> <ul style="list-style-type: none"> <li>• reading aloud a wider range of texts with accuracy and reasonable speaking pace.</li> <li>• reading most words (from age-appropriate texts) effortlessly and working out how to pronounce unfamiliar words.</li> <li>• noticing and responding to punctuation and phrasing when reading aloud.</li> <li>• gain, maintain and monitor the interest of the listener.</li> </ul>	<p><b>Embed:</b></p> <ul style="list-style-type: none"> <li>• read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.</li> </ul>

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<p><b>Literal Understanding and Retrieval.</b>  Vocabulary  Characters  Settings  Events  Information  Justify using text</p>	<p><b>Consolidate from Year 5:</b></p> <ul style="list-style-type: none"> <li>• understand that there may be unfamiliar words in the text.</li> <li>• use dictionaries to check or find the meaning of unfamiliar words.</li> <li>• use skimming and scanning techniques (including text marking) to locate vocabulary or information.</li> <li>• practise 'find and copy' skills within a range of text types.</li> <li>• Word of the Day to expand vocabulary.</li> </ul>	<p><b>Introduce or practise:</b></p> <ul style="list-style-type: none"> <li>• complete timed skimming and scanning tasks across a range of text types.</li> <li>• complete timed 'find and copy' skills, checking they are copying the right information.</li> <li>• 'prove it' by using quotations from the text (APE)</li> <li>• retrieve, record and present information from a wide variety of non-fiction texts linked to our topic.</li> <li>• find examples of figurative language and discuss how this impacts the reader and contributes to meaning or mood.</li> <li>• using non-fiction materials for purposeful information retrieval.</li> <li>• Word of the Day to expand vocabulary.</li> </ul>	<p><b>Develop:</b></p> <ul style="list-style-type: none"> <li>• use skimming, scanning and text marking to support answers to questions which require analysis.</li> <li>• independently locating information and providing reasoned justifications for their views.</li> <li>• 'prove it' by finding accurate quotations from a whole text (APE)</li> <li>• retrieving and summarising details to support opinions and predictions.</li> <li>• Word of the Day to expand vocabulary.</li> </ul>	<p><b>Embed:</b></p> <ul style="list-style-type: none"> <li>• complete timed skimming, scanning and text marking tasks to support answers to questions which require analysis.</li> <li>• independently locating information and providing reasoned justifications for their views.</li> <li>• 'prove it' by finding accurate quotations from a whole text (APE)</li> <li>• retrieving and summarising details to support opinions and predictions.</li> <li>• using non-fiction materials for purposeful information retrieval.</li> <li>• Word of the Day to expand vocabulary.</li> </ul>	<p><b>Embed:</b></p> <ul style="list-style-type: none"> <li>• complete timed skimming, scanning and text marking tasks to support answers to questions which require analysis.</li> <li>• independently locating information and providing reasoned justifications for their views.</li> <li>• 'prove it' by finding accurate quotations from a whole text (APE)</li> <li>• retrieving and summarising details to support opinions and predictions.</li> <li>• using non-fiction materials for purposeful information retrieval.</li> <li>• Word of the Day to expand vocabulary.</li> </ul>	<p><b>Embed:</b></p> <ul style="list-style-type: none"> <li>• find examples of figurative language and discuss how this impacts the reader and contributes to meaning or mood.</li> </ul>

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<b>Inferential Understanding (higher order skills)</b> Nuanced vocabulary Prediction Sequencing events Analysis Summary	<b>Consolidate from Year 5:</b> <ul style="list-style-type: none"> <li>• identify and discuss themes across a wide range of texts.</li> <li>• make observations and inferences based on images and a piece of music.</li> <li>• ask questions to improve understanding.</li> </ul> <b>Introduce and practise:</b> <ul style="list-style-type: none"> <li>• Use figurative language to infer meaning.</li> <li>• Draw inferences based on indirect clues.</li> <li>• Draw inferences and find evidence from the text to support my answer using a prescribed sentence opener.</li> </ul>	<b>Introduce or practise:</b> <ul style="list-style-type: none"> <li>• draw hidden inference, justifying with textual evidence including quotations.</li> <li>• identify and discuss themes.</li> <li>• make observations and inferences about a main character.</li> <li>• discuss how characters change and develop through texts by drawing inferences based on indirect clues.</li> <li>• making reasoned predictions with implied details.</li> <li>• summarise main ideas across a whole text.</li> </ul>	<b>Develop:</b> <ul style="list-style-type: none"> <li>• make comparisons within and across texts, using evaluative skills.</li> <li>• make out the nuanced meaning of words and phrases in context.</li> <li>• discuss how characters change and develop through texts by drawing inferences based on indirect clues.</li> <li>• making reasoned predictions with implied details.</li> <li>• drawing out key information to summarise the main ideas in a text.</li> </ul>	<b>Embed:</b> <ul style="list-style-type: none"> <li>• make comparisons within and across texts, using evaluative skills.</li> <li>• make out the nuanced meaning of words and phrases in context.</li> <li>• discuss how characters change and develop through texts by drawing inferences based on indirect clues.</li> <li>• making reasoned predictions with implied details.</li> <li>• drawing out key information to summarise the main ideas in a text.</li> </ul>	<b>Embed:</b> <ul style="list-style-type: none"> <li>• make comparisons within and across texts, using evaluative skills.</li> <li>• make out the nuanced meaning of words and phrases in context.</li> <li>• discuss how characters change and develop through texts by drawing inferences based on indirect clues.</li> <li>• making reasoned predictions with implied details.</li> <li>• drawing out key information to summarise the main ideas in a text.</li> </ul>	<b>Embed:</b>

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<b>Respond to Text</b> Effect of Vocabulary Explanation Authorial Effect and Intent Comparing and Contrasting Discussion and Viewpoint	<b>Consolidate from Year 5:</b> <ul style="list-style-type: none"> <li>explore different genres by examining their features.</li> <li>participate in discussions about books, building on own ideas and challenging each other courteously.</li> </ul> <b>Introduce and practise:</b> <ul style="list-style-type: none"> <li>give reasons for authorial choices.</li> <li>analysing and evaluating the use of language and how it is used for effect, including technical vocabulary.</li> </ul>	<b>Introduce or practise:</b> <ul style="list-style-type: none"> <li>considering different accounts of the same event and to discuss viewpoints.</li> <li>distinguishing between fact and opinion.</li> <li>analysing and evaluating the use of language, talking about the effect of words and phrases on the reader.</li> <li>identify and talk about the use of figurative language and its impact.</li> <li>discuss impressions of a character.</li> </ul>	<b>Develop:</b> <ul style="list-style-type: none"> <li>distinguishing between statements of fact and opinion.</li> <li>compare and contrast a play script with a video.</li> <li>explaining and discussing texts read through formal presentations and debates.</li> <li>discuss impressions of a character using evidence from the text.</li> </ul>	<b>Embed:</b> <ul style="list-style-type: none"> <li>explaining and discussing texts read through formal presentations and debates.</li> <li>discuss impressions of a character using evidence from the text or quotations.</li> </ul>	<b>Embed:</b> <ul style="list-style-type: none"> <li>analysing and evaluating the use of language and how it is used for effect, including technical vocabulary.</li> <li>distinguishing between statements of fact and opinion.</li> </ul>	<b>Embed:</b> <ul style="list-style-type: none"> <li>identify and talk about the use of figurative language and its impact.</li> <li>analysing and evaluating the use of language and how it is used for effect.</li> </ul>