Vine Core Curriculum

Termly Curriculum Overviews – Reading   **Year Group - Year 6**
Highlighted are the objectives on the Year 6 Expected Standard Framework, children must achieve these

	Autumn	Spring	Summer
Word Reading	• <mark>Read age appropriate books with confidence and fluency</mark> • <mark>Read aloud with intonation that shows understanding</mark> • <mark>Work out the meaning of words form the context</mark> • Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)	• <mark>Read age appropriate books with confidence and fluency</mark> • <mark>Read aloud with intonation that shows understanding</mark> • <mark>Work out the meaning of words form the context</mark> • Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)	• <mark>Read age appropriate books with confidence and fluency</mark> • <mark>Read aloud with intonation that shows understanding</mark> • <mark>Work out the meaning of words form the context</mark> • Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)
Being a Reader	• <mark>Explain what they have read, drawing inferences and justifying these</mark> • **Read and discuss a range of fiction, poetry, plays, non-fiction, reference and text books** • Increase their familiarity with fiction genres including myths and legends • Read for a range of purposes • Identify and discuss themes • Use pertinent and technically specific vocabulary when talking about books • Show an understanding of texts through formal presentation and debate	• <mark>Explain what they have read, drawing inferences and justifying these</mark> • **Read and critically discuss a range of fiction, poetry, plays, non-fiction, reference and text books** • Increase their familiarity with fiction genres including classic fiction • Discuss and compare a range of children's authors and poets (including classic authors) • Read for a range of purposes • Learn classic poems by heart • Identify, discuss and compare themes • Use pertinent and technically specific vocabulary when talking about books • Show an understanding of texts through formal presentation and debate, maintaining a focus on the topic and using notes where necessary	• <mark>Explain what they have read, drawing inferences and justifying these</mark> • **Read and critically discuss a range of fiction, poetry, plays, non-fiction, reference and text books** • Increase their familiarity with fiction genres including modern and classic fiction • Discuss and compare a range of children's authors and poets • Read for a range of purposes • Prepare poems and playscripts to read aloud and perform, showing understanding through speed, volume, action, intonation, tone and word emphasis so that the meaning is clear to an audience • Identify, discuss and compare themes • Use pertinent and technically specific vocabulary when talking about books • Show an understanding of texts through formal presentation and debate, maintaining a focus on the topic and using notes where necessary
Reading Comprehension	• <mark>Predict what might happen from details stated and implied</mark>	• <mark>Predict what might happen from details stated and implied</mark>	• <mark>Predict what might happen from details stated and implied</mark>

	- Retrieve information from non-fiction texts - Summarise main ideas, identifying key details and quotes to explain - Evaluate how an author's use of language impacts on the reader - Make comparisons within and across books **Check that the text makes sense to them and use questioning and discussion to further their understanding** **Answer a range of question types on single and multiple texts** - Refine and verify predictions in discussion with others **Summarise the key points in a more complex text, using their own words to establish clear meaning** - Revise conclusions based on new evidence in the text - Develop explanations of inferred meanings **Explain the series of choices an author has made in structuring and organising their text** **Explain purpose and viewpoint with reference to evidence in the text** - Compare differing purposes and viewpoints in texts on similar topics - Explain how the contexts in which texts are written contribute to meaning	- Retrieve information from non-fiction texts - Summarise main ideas, identifying key details and quotes to explain - Evaluate how an author's use of language impacts on the reader - Make comparisons within and across books **Check that the text makes sense to them and use questioning and discussion to further their understanding** - Empathise with emotions in deeper texts **Answer a range of question types on single and multiple texts** - Refine and verify predictions in discussion with others **Summarise the key points in a more complex text, using their own words to establish clear meaning** - Revise conclusions based on new evidence in the text **Fully explain inferred meanings** - Identify formality in texts and the use of standard and non-standard English **Explain the series of choices an author has made in structuring and organising their text** **Describe and evaluate the choices an author has made in their use of language** **Explain purpose and viewpoint with reference to evidence in the text** - Explain in detail how the contexts in which texts are written contribute to meaning	- Retrieve information from non-fiction texts - Summarise main ideas, identifying key details and quotes to explain - Evaluate how an author's use of language impacts on the reader - Make comparisons within and across books **Check that the text makes sense to them and use questioning and discussion to further their understanding** - Empathise with emotions in deeper texts **Answer a range of question types on single and multiple texts** - Refine and verify predictions in discussion with others **Summarise the key points in a more complex text, using their own words to establish clear meaning** - Revise conclusions based on new evidence in the text **Fully explain inferred meanings** - Explain how an author uses text structure and organisation to manipulate the reader - Explain how an author has used language to manipulate the reader **Explain purpose and viewpoint with reference to evidence in the text** - Identify the effects of purpose and viewpoint on the reader and begin to explain how these have been created **Describe and evaluate the choices an author has made in their use of language** - Explain in detail how the contexts in which texts are written contribute to meaning
Being a Researcher	Orchestrate a full range of research skills to conduct and present an independent research project	- Extend note-taking by grouping and linking notes and using abbreviations - Orchestrate a full range of research skills to conduct and present an independent research project	- Extend note-taking by grouping and linking notes and using abbreviations - Précis longer passages - Orchestrate a full range of research skills to conduct and present an independent research project