

## Year 6 Reading Curriculum

Reading Curriculum		
Vocabulary (VIPERS)	Inferring (VIPERS)	Predicting (VIPERS)
<p>-Use a range of strategies to understand the meaning of new vocabulary</p> <p>-analyses, and explains the impact of, authors' techniques and use of language e.g. <i>expressive or figurative language, range of sentence structure, repetition etc</i></p> <p>-notices where the author uses a wider range of cohesive language to create more sophisticated links between and within paragraphs e.g. <i>where the author has avoided over-use of obvious adverbials/conjunctions such as 'on the other hand</i></p>	<p>-draws reasoned conclusions from non-fiction texts which present differences of opinion</p> <p>-analyses why and how scene changes are made and how they affect characters and events</p> <p>-distinguishes between implicit and explicit points of view</p> <p>-identifies and summarises underlying themes in a range of narrative texts noting where there are several themes competing in a text</p> <p>-provides evidence to explain how themes emerge and conventions are applied in a range of fiction and non-fiction genres</p> <p>-explains underlying themes across a range of poetry e.g. can form compilations of poems based on themes explaining choices for the grouping, and considering the order of the poems in the compilation.</p> <p>-explains the intent of the author e.g. explains how the author has tried to manipulate the emotions/bias of the reader</p> <p>-identifies stock characters in particular genres and looks for evidence of characters that challenge stereotypes and surprise the reader e.g. <i>in parody</i></p>	NA
Explaining (VIPERS)	Retrieving (VIPERS)	Summarising (VIPERS)
	<p>- retrieves information, referring to more than one place in the text, and where there is competing (distracting) information</p> <p>-recognises how the author of non-fiction texts expresses, sequences and links points</p> <p>-explains how poets create shades of meaning, justifying own views with reference to the text and to other sources of evidence e.g. wider reading</p> <p>-considers when a story was first published, and discusses the audience that the author had in mind, when reading texts from our literary heritage</p> <p>-identifies and analyses conventions across a range of non-fiction text types and forms looking at the differences in conventions within the same text type e.g. categorise sub-sets of persuasive texts into groups</p>	<p>-summarises competing views</p> <p>-analyses dialogue at certain points in a story and summarises its purpose e.g. <i>to explain plot, show character and relationships, convey mood or create humour</i></p> <p>-discusses main ideas from a text within a group and summarises the discussion</p>
Analysing (KS2)	Authorial Intent (KS2)	Comparing (KS2)
<p>-justifies personal response to narratives with suitable expansion e.g. <i>whether it was believable, whether dilemmas were resolved satisfactorily</i></p> <p>-identifies how authors use a range of narrative structures e.g. <i>stories within stories, flashbacks</i> and can demonstrate understanding by re-telling/writing the narrative using a different structure</p>	<p>-justifies agreement or disagreement with narrator's point of view when evaluating a text</p>	<p>-explains how a personal response has altered at various points across a text as the narrative viewpoint changes e.g. <i>'I didn't like this character at the beginning because .... but now I understand why .....</i>'</p>

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Power Statements and Reading Behaviours To Be Taught In All Reading Lessons and Cross-Curricular	
Reading Behaviours And Fluency	Power Statements
<ul style="list-style-type: none"> <li>-generates open questions to explore a range of possibilities and justifies responses in relation to the text</li> <li>-expresses and justifies personal preferences regarding significant authors/poets</li> <li>-Reads silently with good understanding working out how to pronounce unfamiliar words-continues to self-correct spontaneously in order to enhance expression, intonation or to reinterpret what has been read</li> <li>-Check that the book makes sense to them discussing, understanding and exploring the meaning of words in context</li> <li>-Ask questions to improve their understanding</li> <li>-Summarise the main idea drawn from more than one paragraph, identifying key details that support the main idea</li> <li>-Identifying and discussing themes and conventions in and across a wide range of writing</li> </ul>	<ul style="list-style-type: none"> <li>-Read aloud a familiar text at an appropriately challenging level at a rate of 140 words per minute</li> <li>-Uses skimming, scanning and note taking to identify the key points in a text</li> <li>-Answer questions that require thinking beyond the text</li> <li>-Plan a strategy to research a topic including choosing appropriate books and other sources, search terms, and using indexes and glossaries</li> <li>-Point to parts of a text that support an idea or opinion</li> <li>-Explain an understanding of words in context</li> <li>-Infer, deduce and speculate about what a person in a story is thinking making reference to relevant quotations</li> <li>-Infer, deduce and speculate about the feelings of the main character (e.g. unhappy, angry, stressed) making references to supporting quotations</li> <li>-Take part in discussions about books, including comparing them, building on new ideas of others and challenging views courteously</li> </ul>