

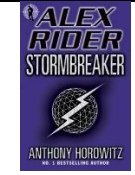
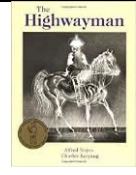




Year 6 Long Term Reading Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					
Phase 1 Targets			Phase 2 and 3 Targets Keep referring to Phase 1		
V	<ul style="list-style-type: none"> -Distinguish between statements of fact and opinion and recognise them in the language used by authors to influence readers -Evaluate how authors use language, including figurative language, considering the impact on the reader -Identify and comment on genre-specific language features used e.g. shades of meaning between similar words -Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context 		V	<ul style="list-style-type: none"> -Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 	
I	<ul style="list-style-type: none"> -Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 		I	<ul style="list-style-type: none"> -Begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative 	
P	<ul style="list-style-type: none"> -Predict what might happen from details stated and implied 		P	<ul style="list-style-type: none"> -Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation) -Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary -Compare and discuss accounts of the same event through different character viewpoints -Explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text that exemplify this 	
E	<ul style="list-style-type: none"> -Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary -Provide reasoned justifications for their views -Evaluate how successfully the organisation of a text supports the writer's purpose 		E		
R	<ul style="list-style-type: none"> -Retrieve, record and present information from non-fiction -Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation and reference to the text using own words 		R	<ul style="list-style-type: none"> -Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources 	
S	<ul style="list-style-type: none"> -Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas 		S	<ul style="list-style-type: none"> -Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 	
	<ul style="list-style-type: none"> -Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously <li style="padding-left: 20px;">-Make comparisons within and across books -Identify how language, structure, and presentation contribute to meaning <li style="padding-left: 20px;">-Ask questions to improve their understanding of a text -Read books that are structured in different ways and read for a range of purposes <li style="padding-left: 20px;">-Make comparisons within and across books 			<ul style="list-style-type: none"> <li style="padding-left: 20px;">-Explore a similar theme or topic written in a different genre -Recognise texts that contain features from more than one genre, or demonstrate shifts in formality -Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear <li style="padding-left: 20px;">-Show understanding through intonation, tone and volume so that meaning is clear to an audience <li style="padding-left: 20px;">-Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback 	