

## YEAR SIX READING OBJECTIVES COVERAGE

This document aims to support teachers in developing their knowledge of the reading curriculum for their year group and to support with planning for appropriate coverage and pitch within reading lessons. The National Curriculum Reading objectives have been organised under the following headings: word reading; vocabulary and language; comprehension; discussion prompts and strategic over-arching objectives.

This document aims to support teachers with identification of objectives and with creating a clear focus within planned lessons. Objectives have been mapped out under the following headings: most lessons; most weeks and every half term/termly to support teachers with identifying high priority objectives. Teachers might wish to focus on just one / few elements listed below - not 'all statements' within 'most lessons'.

Many reading objectives can also be threaded through other curriculum areas including writing. Words within objectives have been highlighted bold for ease of read so key components of each objective are readily identified. Through a guided reading session (whole class or small guided groups) there will be natural coverage of many objectives, and this document will support teachers with identifying objectives which may need explicit teaching which can then be identified at the planning stage.

Strand	Most lessons	Most weeks
<b>Word Reading</b>	use strategies such as <b>recognising syllables /phonemes</b> to decode new or unfamiliar words <b>focus</b> on all the <b>letters in unfamiliar words</b> so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word <b>re-read</b> , as needed to take account of especially <b>challenging word order and phrasing</b> <b>read</b> most words <b>effortlessly</b> and with <b>increasing automaticity</b> <b>test out</b> different <b>plausible pronunciations</b> for less familiar words apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in English appendix 1, both to read aloud and to <b>understand</b> the <b>meaning of new words</b> that they meet <b>read longer words</b> , using syllable boundaries where needed <b>read aloud</b> unfamiliar words or <b>challenging sections</b> of text, where needed, to support <b>accuracy and automaticity</b> <b>re-read words</b> or <b>challenging sections</b> of text to ensure understanding through <b>fluency</b> <b>read age-appropriate texts fluently</b> (including pausing appropriately, reading in phrases, responding to punctuation)	Children should be able to read further exception words independently. [If they are not able to do so, please refer to previous year groups]
<p><b><i>NB Children will be accessing word reading objectives daily during their guided reading lessons (small group or whole class), 1:1 reading opportunities and within writing lessons. Children will also meet these objectives when reading during other curriculum areas.</i></b></p>		

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Vocabulary & Language	<p><b>discussing and clarifying the meanings of words</b>, linking new meanings to known vocabulary</p> <p><b>identifying words and phrases</b> which are <b>unknown</b> e.g. <i>abruptly, requisitioner; tendrils; hind feet dragging</i></p> <p><b>discussing words and phrases</b> that capture the reader's <b>interest and imagination</b></p> <p><b>describing and evaluating</b> the use of particular <b>words or phrases</b>, and their effect on the reader</p> <p><b>discussing language choices</b> in the text that provides clues to the <b>author's intent</b> discussing the meaning of figurative words and phrases (fiction and non-fiction)</p> <p><b>discussing</b> the impact of <b>authorial choices</b> on the reader</p>	<p><b>exploring</b> the effect of <b>imagery</b> sustained within and across paragraphs</p> <p><b>discussing</b> how writers create <b>shades of meaning</b></p> <p>exploring synonyms and <b>idiomatic language</b> (often seemingly simple words working together for a particular meaning) e.g. 'pick up speed' (House with Chicken Legs)</p>	<p>continuing to <b>use dictionaries</b> to check the meanings of words that they have read</p> <p><b>exploring</b> how <b>the conventions of different types of writing</b> (e.g. language features of specific genres and cohesive devices) are used to support the authors' aims</p>
<p><b><i>NB The vocabulary and language objectives will also be studied during other opportunities such as in writing lessons e.g. 'exploring how the conventions of different types of writing are used to support the authors' aims', in story time as well as across the curriculum.</i></b></p>			

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Comprehension	<p><b>internalising the rhythms/stresses</b> of literary language e.g. <i>snow-covered branches; dance and drift; spread like a heath fire</i> and grammatical structures e.g. <i>questions, a range of conjunctions, fronted adverbials</i></p> <p><b>empathising</b> with a <b>number of different characters</b> within a book</p> <p><b>considering actions, motivations, complexities and interactions</b> with other characters</p> <p><b>forming conclusions</b> based on, or inferred from, evidence within the text</p> <p><b>linking</b> what they read or hear <b>with known experiences</b> in order to <b>make sense</b> of complex text</p> <p><b>justifying their opinions</b>, referring to more than one place in the text where appropriate</p> <p><b>sustaining attentive listening</b>, building on others' ideas by agreeing or disagreeing</p> <p><b>drawing on different points of view</b> when responding</p>	<p><b>Identifying and discussing themes</b> e.g. resilience, differing responses to hardship or danger, belonging, relationships between people and wildlife, and conventions in a wide range of texts in a wide range of narrative, non-fiction and poetry e.g. symbolic objects; movement between dimensions</p> <p><b>challenging specific points</b> within an argument for greater clarity/detail/accuracy</p> <p><b>recognise</b> where a text may have <b>multiple themes</b></p> <p><b>understanding</b> when considering a line of enquiry/dilemma challenging <b>others' views courteously</b></p> <p><b>sequencing points</b> logically and <b>supporting views with evidence</b></p>	<p><b>learning</b> a wider range of <b>poetry by heart</b></p> <p><b>recognising</b> some different <b>forms of poetry</b></p> <p>in <b>non-fiction</b>: exploring and discussing <b>unknown technical or subject specific vocabulary</b> with increasing independence</p> <p><b>using</b> the <b>navigational features</b> of a range of texts and making choices about which would be most useful for retrieving the information required</p> <p><b>making comparisons</b> between <b>forms, layouts</b>, and the ways in which information is presented</p> <p>expressing and justifying personal preferences regarding authors/named books/poets and genres</p> <p><b>skimming and scanning</b> a range of texts to find <b>specific information</b></p>

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<b>Comprehension</b>	<p><b>asking questions for clarification and understanding</b>  <b>asking and answering open questions</b> to <b>explore</b> a range of <b>possibilities</b> and <b>justifies</b> responses in relation to the text  <b>using tentative language</b> (e.g. could it be? I wonder whether?', 'perhaps', possibly) to aid speculative thinking and deepen</p> <p><b>expressing ideas</b> showing understanding of what has been read, drawing upon personal responses</p> <p><b>communicating ideas</b> with <b>precision</b> and <b>clarity referring to text to support opinions rephrasing evidence</b> from the context present their understanding of what they have read</p>	<p><b>making comparisons</b> within and across books e.g. characters, settings, themes, layout, structure</p> <p><b>identifying</b> how language, structure and presentation contribute to meaning</p>	<p><b>retrieving information</b> from several sections or aspects of a text e.g. headings, graphs, illustrations, subheadings</p> <p><b>identifying facts</b> within a text and beginning to <b>recognise</b> that <b>opinions</b> are sometimes presented as facts</p> <p><b>identifying opinions</b> within a text e.g. viewpoints, beliefs and beginning to identify varying opinions</p> <p><b>summarising main ideas</b> from a discussion</p>
<p><b><i>NB Children will be accessing objectives daily during their guided reading lessons (small group or whole class), 1:1 reading opportunities and within writing lessons. Children will also meet these objectives when reading during other curriculum areas. Children will also be learning a wide range of poetry by heart' outside of reading instruction.</i></b></p>			

Strategic over-arching objectives

**continuing to listen to, read and discuss** an increasingly **wide range of fiction, poetry, plays, non-fiction and reference books or textbooks** **discussing the sequence of events** in both **linear and non-linear texts** and how they the different elements relate to one another within the text e.g. 'A linear narrative with some flashbacks to the past, interspersed with occasional visits to 'another world'. 'Book moves between passages dominated by third person narration and stretches where characters and dialogue move the plot forward.'

**reading books** that are **structured in different ways** and reading for a range of purposes

**identifying** with, and **exploring characters**, using a range of drama techniques *e.g. through role play, improvisation, using voice, gesture or movement, hot seating, freeze framing; role on the wall; conscience alley*

**increasing** their **familiarity** with a **wide range of books**, including **myths, legends and traditional stories, modern fiction, fiction from our literary heritage**, and books from other **cultures and traditions**

**reading silently** with **good understanding**,

**working out** how to **pronounce unfamiliar words**

**preparing poems and plays** to read aloud and to perform, **showing understanding** through **intonation, tone and volume** so that the meaning is clear to an audience

**recommending books** that they have read to their peers, **giving reasons for their choices**

***NB Discussion prompts and strategic overarching objectives can be taught within reading lessons but also other areas of English such as in story time and writing lessons as well as across the curriculum. For example: continuing to listen to, read and discuss*** an increasingly **wide range of fiction, poetry, plays, non-fiction and reference books or textbooks**