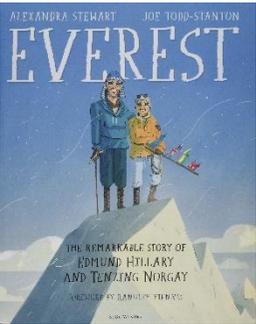
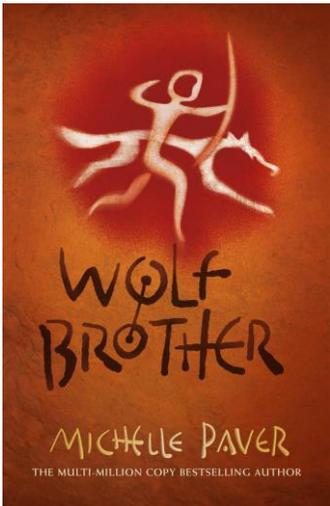
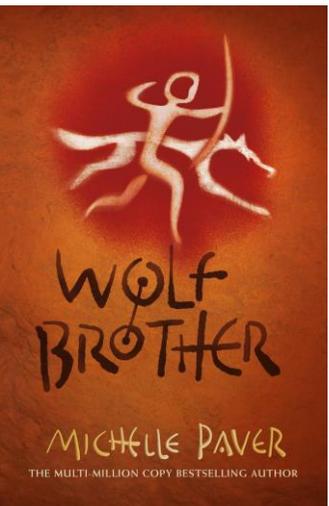
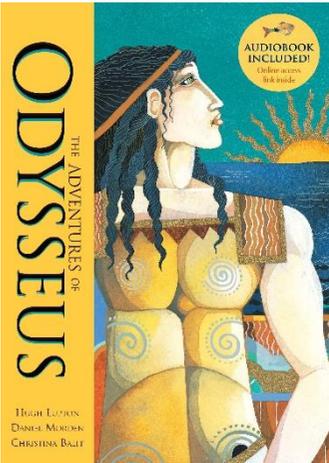


Year 6 Long Term Reading Overview 2021-2022

RTP objectives carried forward from Year 5 (PPR Summer 2021):

- Through discussion, are able to build sound inferences relating to a characters' feelings, thoughts and motives.
- Can justify inferences with evidence from the text.
- Able to skim and scan efficiently for vocabulary, key ideas and facts with growing confidence across a range of texts.
- Can make comparisons within and across different texts.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p>Text: The Viewer by Shaun Tan</p> 	<p>Text: The Giant's Necklace by Michael Morpurgo</p> 	<p>Text: Everest by Alexandra Stewart and Joe Todd-Stanton</p> 	<p>Text: Wolf Brother by Michelle Paver</p> 	<p>Text: Wolf Brother by Michelle Paver</p> 	<p>Text: The Adventures of Odysseus by Hugh Lupton</p> 
<p>Objectives:</p> <ul style="list-style-type: none"> ● Through discussion, are able to build sound inferences relating to a characters' feelings, thoughts and motives. 	<p>Objectives:</p> <ul style="list-style-type: none"> ● Through discussion, are able to build sound inferences relating to a characters' feelings, 	<p>Objectives:</p> <ul style="list-style-type: none"> ● Identify and comment on genre-specific language features used e.g. shades of meaning between similar words 	<p>Objectives:</p> <ul style="list-style-type: none"> ● Check the book makes sense to them by discussing their understanding and exploring the 	<p>Objectives:</p> <ul style="list-style-type: none"> ● Compare and discuss accounts of the same event through different character viewpoints 	<p>Objectives:</p> <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

<ul style="list-style-type: none"> ● Can make comparisons within and across different texts. ● Apply their growing knowledge of roots words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. ● 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 ● Provide reasoned justifications for their views ● Make comparisons within and across books ● 	<p>thoughts and motives.</p> <ul style="list-style-type: none"> ● Can justify inferences with evidence from the text. ● Able to skim and scan efficiently for vocabulary, key ideas and facts with growing confidence across a range of texts. ● Can make comparisons within and across different texts. ● Provide reasoned justifications for their views ● Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ● Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas ● Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation and reference to the 	<ul style="list-style-type: none"> ● Identify how language, structure, and presentation contribute to meaning ● Read books that are structured in different ways and read for a range of purposes ● Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback ● Make comparisons within and across books ● Retrieve, record and present information from non-fiction (in writing and history) ● Distinguish between statements of fact and opinion and recognise them in the language used by authors to influence readers ● 	<p>meaning of words in context</p> <ul style="list-style-type: none"> ● Ask questions to improve their understanding of a text ● Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ● 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 ● 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 ● Make comparisons within and across books ● Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources ● 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 	<ul style="list-style-type: none"> ● Ask questions to improve their understanding of a text ● Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ● Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context ● 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 ● 	<ul style="list-style-type: none"> ● Predict what might happen from details stated and implied ● Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Yr 5/6 National Curriculum writing) ● Explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text that exemplify this ● Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback ●
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text using own words.

- Evaluate how authors use language, including figurative language, considering the impact on the reader
- Predict what might happen from details stated and implied
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event through different character viewpoints