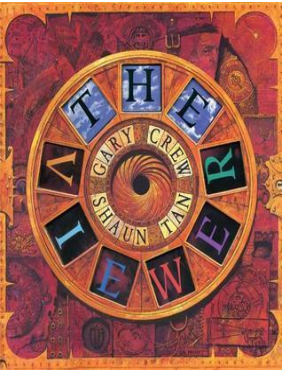
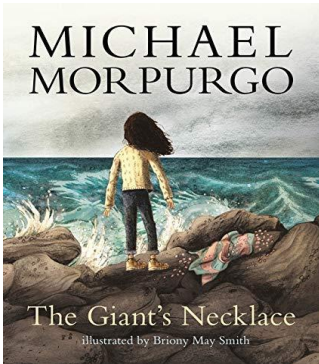
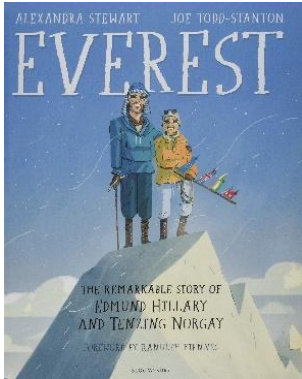
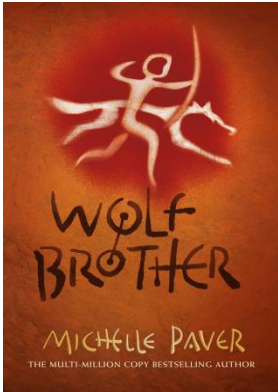
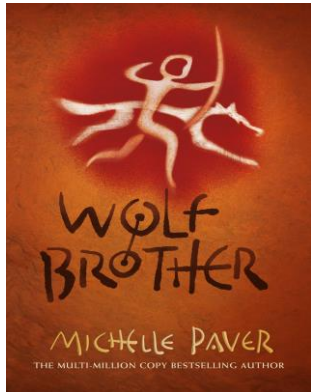
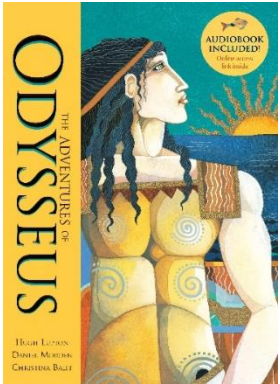


## Year 6 Long Term Reading Overview 2023-2024

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	Learning Journey 2	Learning Journey 3	Learning Journey 4	Learning Journey 4	Learning Journey 5
<p><b>Text:</b> The Viewer by Shaun Tan</p> 	<p><b>Text:</b> The Giant's Necklace by Michael Morpurgo</p> 	<p><b>Text:</b> Everest by Alexandra Stewart and Joe Todd-Stanton</p> 	<p><b>Text:</b> Wolf Brother by Michelle Paver</p> 	<p><b>Text:</b> Wolf Brother by Michelle Paver</p> 	<p><b>Text:</b> The Adventures of Odysseus by Hugh Lupton</p> 
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Through discussion, are able to build sound inferences relating to a characters' feelings, thoughts and motives.</li> <li>Can make comparisons within and across different texts.</li> <li>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</li> </ul>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Through discussion, are able to build sound inferences relating to a characters' feelings, thoughts and motives.</li> <li>Can justify inferences with evidence from the text.</li> <li>Able to skim and scan efficiently for vocabulary, key ideas and facts with growing confidence</li> </ul>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Identify and comment on genre-specific language features used e.g. shades of meaning between similar words</li> <li>Identify how language, structure, and presentation contribute to meaning</li> <li>Read books that are structured in different ways and read for a range of purposes</li> </ul>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context</li> <li>Ask questions to improve their understanding of a text</li> <li>Discuss and evaluate how authors use language, including figurative</li> </ul>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Compare and discuss accounts of the same event through different character viewpoints</li> <li>Ask questions to improve their understanding of a text</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative</li> <li>Predict what might happen from details stated and implied</li> <li>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>

<p>understand the meaning of new words that they meet.</p> <ul style="list-style-type: none"> <li>• 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> <li>• Provide reasoned justifications for their views</li> <li>• Make comparisons within and across books</li> <li>•</li> </ul>	<p>across a range of texts.</p> <ul style="list-style-type: none"> <li>• Can make comparisons within and across different texts.</li> <li>• Provide reasoned justifications for their views</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas</li> <li>• 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.</li> <li>• Evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• Predict what might happen from</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback</li> <li>• Make comparisons within and across books</li> <li>• Retrieve, record and present information from non-fiction (in writing and history)</li> <li>• Distinguish between statements of fact and opinion and recognise them in the language used by authors to influence readers</li> <li>•</li> </ul>	<p>language, considering the impact on the reader</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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> <li>• Make comparisons within and across books</li> <li>• Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources</li> <li>• 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</li> <li>• Compare and discuss accounts of the same event through different character viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>• Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context</li> <li>• 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</li> <li>•</li> </ul>	<p>(Yr 5/6 National Curriculum writing)</p> <ul style="list-style-type: none"> <li>• Explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text that exemplify this</li> <li>• Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback</li> <li>•</li> </ul>
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	details stated and implied				
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