

Year 6

NC Fluency Skills:

- 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 understand the meaning of new words that they meet

NC Comprehension Skills:

Maintain positive attitudes to reading and understanding of what they read by:

- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Reading books that are structured in different ways and reading for a range of purposes
- 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
- Recommending books that they have read to their peers, giving reasons for their choices
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books
- Learning a wider range of poetry by heart
- 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.

Understand what they read by:


- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identifying how language, structure and presentation contribute to meaning

- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction
- 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

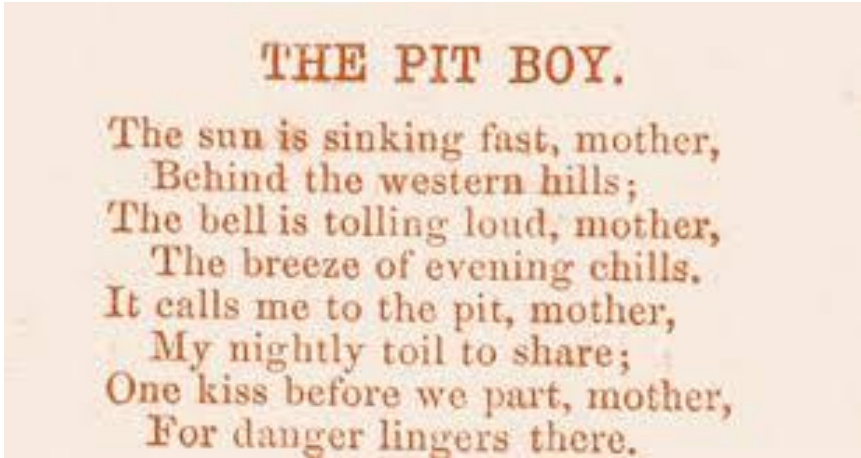
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- Provide reasoned justifications for their views.

NC Non-Statutory Guidance:

- At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so.
- Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.
- When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.
- Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.
- The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing.
- Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.
- They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.
- Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.
- In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information.
- The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this.
- Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.
- Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.

Term: Autumn 1	Project title: Off With Her Head	Number of weeks: 7
Fiction Texts:	Treason – Berlie Doherty The Executioner’s Daughter – Jane Hardstaff Girl of Ink and Stars – Kiran Milwood Hargrave	
Non-fiction Texts:	Non-fiction texts about The Stuarts, Tudors, Henry VII and his wives. Tudors and Stuarts (Usborne History of Britain) – Fiona Patchett Henry VIII – Jane Bingham Elizabeth I – Moira Butterfield Tudors and Stuarts in Britain – Moira Butterfield	
Visual Literacy:		
Poetry:	Henry VIII Poetry - https://www.poetryfoundation.org/poets/henry-viii Henry VIII – Green Groweth the Holly Divorced, Beheaded, Died. <small> Divorced, beheaded, died, Divorced, beheaded, survived, That is how Pope called their fate, But all were Henry VIII in woe. Old Cath from Spain was number one, She tried so very hard to give Henry a son, When that failed she turned to rage, Henry's emotions turned from sadness to rage, He started to plan a possible divorce, But had to ask the Pope permission, of course! The Pope declared "no" to the girl, But that didn't stop Henry, not one little bit, He made himself the boss of a new religion, And asked himself for special permission, Divorce from Old Cath, of course was granted, "Only wife number two" he secretly chanted. </small>	

Term: Autumn 2	Project title: Frozen Kingdom	Number of weeks: 7
Fiction Texts:	Northern Lights – Phillip Pullman Shakleton’s Journey – William Grill The Way Past Winter – Kiran Milwood Hargrave The Wolf Wilder – Katherine Rundell	
Non-fiction Texts:	Non-fiction texts about extreme weather, The Titanic, the Northern Lights and animals of The Arctic and Antarctic Weather and Climate (Planet Earth) – Jim Pipe Arctic and Antarctic – DK Eyewitness Titanic – DK Eyewitness Polar Regions (Planet Earth) – Steve Parker	
Visual Literacy:	David Attenborough – Frozen Planet https://www.bbc.co.uk/iplayer/episodes/b00mfl7n/frozen-planet The Snowmman – Raymond Briggs: https://www.youtube.com/watch?v=5A3THighARU Alma - https://www.youtube.com/watch?v=gV7CBMM9tng The Snow Bird - https://www.youtube.com/watch?v=vtXLSWJny_I Excitable Edgar - https://www.youtube.com/watch?v=r9D-uvKih_k Brother Bear Nightwolf: https://www.onceuponapicture.co.uk/portfolio_page/nightwolf/ 	
Poetry	Spellbound – Emily Bronte The Bells – Edgar Allen Poe The Iceberg That Sank the Titanic: 	

Term: Spring 1	Project title: Revolution	Number of weeks: 7
Fiction Texts:	Street Child – Berlie Doherty Mill Girl: A Victorian Girl's Diary 1842 – 1843 – Sue Reid A Christmas Carol – Charles Dickens	
Non-fiction Texts:	Non-fiction texts about The Victorians, Queen Victoria or the Industrial Revolution Who Was Queen Victoria? – Jim Gigliotti Vile Victorians – Terry Deary Victorians – DK Eyewitness Invention – DK Eyewitness Victorians – Jane Bingham	
Visual Literacy:	Oliver Twist (Workhouse Scene) - https://www.youtube.com/watch?v=6jOIKFckapU Queen Victoria - https://www.youtube.com/watch?v=XqPlj2_w_6M	
Poetry:	The Pit Boy  <p style="text-align: center;">THE PIT BOY.</p> <p style="text-align: center;"> The sun is sinking fast, mother, Behind the western hills; The bell is tolling loud, mother, The breeze of evening chills. It calls me to the pit, mother, My nightly toil to share; One kiss before we part, mother, For danger lingers there. </p>	

Term: Spring 2	Project title: A Child's War	Number of weeks: 5
Fiction Texts:	Letters from The Lighthouse – Emma Carroll Goodnight Mr Tom – Michelle Magorian War Horse – Michael Morpurgo I am David – Anne Holm	
Non-fiction Texts:	Non-fiction texts about World War II Blitz (My Story) – Vince Cross World War II – DK Eyewitness World War 2 (Explore!) – Jane Bingham	
Visual Literacy:	Attraction: Shadow Performance - https://www.youtube.com/watch?v=a4Fv98jttYA War Horse: https://www.onceuponapicture.co.uk/portfolio_page/war-horse/ Remembrance: https://www.onceuponapicture.co.uk/portfolio_page/remembrance/	
Poetry:	In Flanders Fields – John McCrae The Soldier – Rupert Brooke	



Term: Summer 1 / Summer 2	Project title: Scream Machine	Number of weeks: 6
Fiction Texts:	<p>The Boy Who Swam with Piranhas – David Almond High Rise Mystery – Sharna Jackson</p>	
Non-fiction Texts:	<p>Non-fiction texts about Physics How Things Work Encyclopaedia – DK Fairgrounds (Explore!) – Jane Bingham Making Machines With Pulleys – Chris Oxlade Inventions: A History of Inventions that Changed the World – Adam Hart-Davis</p>	
Visual Literacy:	<p>Coin Operated: https://www.youtube.com/watch?v=5L4DQfVlcdg</p>  <p>The image depicts a futuristic cityscape where modern architecture is integrated with classic amusement park rides. In the foreground, a large Ferris wheel with spherical passenger cars is prominent. To its left, a roller coaster track winds through the city. In the background, a tall, ornate clock tower (resembling Big Ben) stands amidst modern skyscrapers, including one with a distinctive curved, glass facade. The sky is a mix of blue and orange, suggesting a sunset or sunrise. The overall scene is a blend of historical London landmarks and futuristic, mechanical city planning.</p>	
Poetry:	N/A	

