



LEAS PARK JUNIOR SCHOOL - Curriculum Progression Map

Year Group: Year 6

Subject: Reading

*Below are reading comprehensions for Autumn/Spring/Summer are completed as cross-curricular work (1 topic/science piece per half-term). Whole class guided reading texts/focuses are also listed (consistent across whole of year 6).

*Guided reading, 'whole class approach' used for 4 extended morning sessions (lasting approximately 40 minutes):

-These sessions are based around 1 text (whole text or extracts) and each session involves further reading of the text and/or relevant VIPERS-linked questions/texts to assess/further children's understanding

-These sessions also focus on improving comprehension skills using the 'VIPERS' acronym to aid the children's development within the 6 reading domains (Vocabulary, Infer, Predict, Explain, Retrieve and Summarise). All 6 domains are met within the following progression map.

*Year 6 usually access *Fresh Start* for their phonic intervention (unless particularly low ability cohort/child), where the children work in small groups with a Teaching Assistant to focus on not only phonics but also reading fluency and comprehension skills (4 sessions per week). These children are those who need further intervention regarding phonic knowledge, including decoding, spelling, vocabulary knowledge and comprehension skills.

<p>Additional reading/ comprehension covered →</p> <p>Curriculum Strand ↓</p>	<p>Autumn: Whole class guided read: -Cogheart (whole text)</p> <ul style="list-style-type: none"> • Goodnight Mr Tom chapter and Qs • Winston Churchill (Topic link) • D-Day 	<p>Spring: Whole class guided read: -Holes (extracts) -Wonder (extracts) -The Hottest Day (extracts) -The Great Wall of China (extracts) -The Sign of the Sugared Plum (extracts)</p> <ul style="list-style-type: none"> • Non-chronological report CGP Eureka • Poetry - Rain , Forest Fire (past SATs) • Harry Potter chapters (see unit plan) • (Classic Poetry) Wordsworth- Daffodils / Shakespeare - Shall I compare thee / Shadows/ A Bird Came Down the Walk / The Sea/ <p>*Additional SATs Qs/papers in addition to above list may also be used*</p>	<p>Summer: Whole class guided read: -Kensuke's Kingdom (whole text)</p> <ul style="list-style-type: none"> • Kensuke's Kingdom- through Whole Class Guided Reading • Ancient Greece- Athens and Sparta • Healthy Happy Me- research on drugs' effects on the body. • The Holiday • The Snow Queen • Rosa Parks • Dodge and the Tornado • Jimmy and the Pharoah • WW2 evacuation • Favela Street Kid • Telephone box • Moonfleet
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Decoding	<ul style="list-style-type: none"> *Continue to apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet
Range of Reading	<ul style="list-style-type: none"> *Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *Continue to read books that are structured in different ways and reading for a range of purposes *make comparisons within and across books
Familiarity with texts	<ul style="list-style-type: none"> *Continue to increase 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 *Confidently identify and discuss themes and conventions in and across a wide range of writing
Poetry & Performance	<ul style="list-style-type: none"> *Learn a wider range of poetry by heart and prepare 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
Understanding	<ul style="list-style-type: none"> *Continue to check that the text makes sense to them, discussing their understanding and exploring the meaning of words in context and ask questions to improve their understanding *Identify and summarise main ideas drawn from more than one paragraph, and begin identifying key details to support the main ideas
Inference	<ul style="list-style-type: none"> *Continue to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text (including direct quotes and summaries)
Prediction	<ul style="list-style-type: none"> *Continue to predict what might happen from details stated and implied
Authorial Intent	<ul style="list-style-type: none"> *Identify how language, structure and presentation contribute to meaning *Confidently discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Non-fiction	<ul style="list-style-type: none"> *Distinguish between statements of fact and opinion# *Retrieve, record and present information from non- fiction

**Discussing
reading**

- *Recommend books that they have read to their peers, summarising and giving reasons for their choices (thoughts and ideas)
- *Participate in discussions about books, 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,
- *Provide reasoned justifications for their views