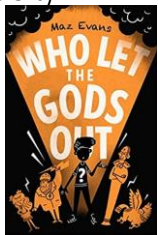
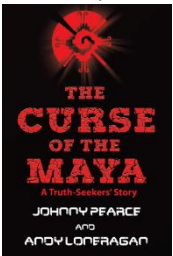
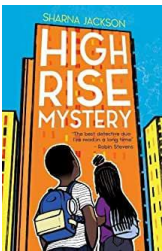
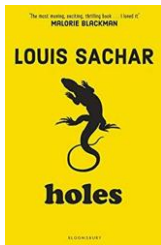
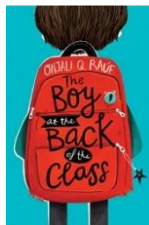

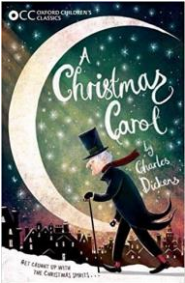


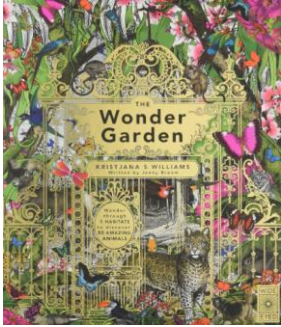

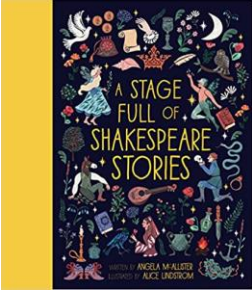
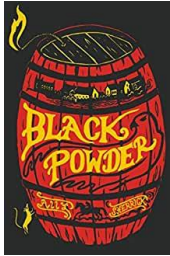
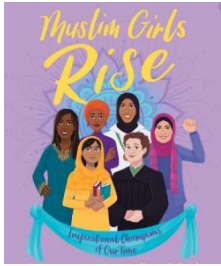
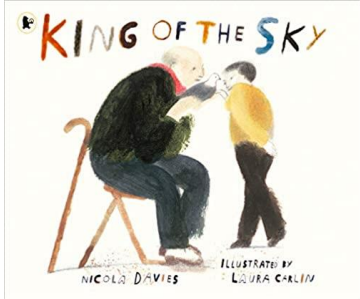
## Year 6 Reading Long Term Overview

Concepts: Legacy, achievement, tradition, culture protection, power, poverty, fairness,		Concept: Power and Greed		Concepts: belonging, maturity, morality difference, what makes us human, acceptance	
Ancient Greece	Ghosts & Ghouls	Murder!	Crime & Punishment	Difference & Acceptance	Friendship & Belonging
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole Class Shared Reader (Core Text)					
<p>Text: Who let the gods out by Maz Evans (extracts)</p> 	<p>Text: Curse of the Maya by Johnny Pearce (novel)</p> 	<p>Text: High Rise Mystery by Sharna Jackson (extracts)</p> 	<p>Text: Holes by Louis Sachar (novel)</p> 	<p>Text: Boy at the back of the class by Onjali Rauf (extracts)</p> 	<p>Text: Wonder by RJ Palacio (novel)</p> 
NC Statements	NC Statements	NC Statements	NC Statements	NC Statements	NC Statements
<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>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</li> <li>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</li> </ul>					
<p>increasing their familiarity with a wide range of books, including myths and legends</p> <p>understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>identifying and discussing themes and conventions in</p>	<p>recommending books that they have read to their peers, giving reasons for their choices</p> <p>understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>predicting what might happen from details stated and implied</p>	<p>identifying and discussing themes and conventions in and across a wide range of writing</p> <p>asking questions to improve their understanding</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>identifying and discussing themes and conventions in and across a wide range of writing</p> <p>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</p> <p>provide reasoned justifications for their views.</p>	<p>recommending books that they have read to their peers, giving reasons for their choices</p> <p>identifying and discussing themes and conventions in and across a wide range of writing</p> <p>making comparisons within and across books</p> <p>drawing inferences such as inferring characters' feelings, thoughts and</p>	<p>asking questions to improve their understanding</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>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</p>

## Year 6 Reading Long Term Overview

and across a wide range of writing making comparisons within and across books		predicting what might happen from details stated and implied		motives from their actions, and justifying inferences with evidence provide reasoned justifications for their views.	provide reasoned justifications for their views.
<b>Linked/parallel reading (texts displayed in class, encouraged for home reading and if time read in class through shared or guided reading)</b>					
<p>Text: Mythologica (NF)</p>  <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p>	<p>Text: A Christmas Carol (Heritage - extracts)</p>  <p>understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>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</p>	<p>Text: Other Shakespeare stories (NF contrast between books)</p>  <p>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p>	<p>Text: If by Rudyard Kipling (Poetry, archaic)</p>  <p>learning a wider range of poetry by heart</p> <p>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 discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>Text: Goodnight stories for rebel girls (NF)</p>  <p>retrieve, record and present information from non-fiction</p> <p>reading books that are structured in different ways and reading for a range of purposes</p>	<p>Text: Oranges in Noman's Land by Elizabeth Laird (Short chapter book, but could also be used for extracts)</p>  <p>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</p> <p>provide reasoned justifications for their views.</p>

## Year 6 Reading Long Term Overview

<p>Text: Wonder Garden by Kristjana S Williams (NF)</p>  <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>distinguish between statements of fact and opinion</p> <p>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p>	<p>Text: The Last of the Spirits by Christ Priestly (free extracts on Love Reading 4 Kids)</p>  <p>identifying and discussing themes and conventions in and across a wide range of writing</p> <p>making comparisons within and across books</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>Text: A stage full of Shakespeare Stories by Angella McAllister</p>  <p>retrieve, record and present information from non-fiction</p> <p>reading books that are structured in different ways and reading for a range of purposes</p>	<p>Text: Black Powder by Ali Sherrick (Read Extracts – good links with Tudors/Shakespeare)</p>  <p>understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>Text: Muslim Girls Rise (NF)</p>  <p>retrieve, record and present information from non-fiction</p> <p>reading books that are structured in different ways and reading for a range of purposes</p>	<p>Text: King of the Sky by Nicola Davies (F)</p>  <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>identifying how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>
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