

Reading Yearly Planner – Year 6 – please ensure this is updated half termly checking in line with potential gaps from previous years curriculum

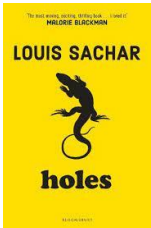
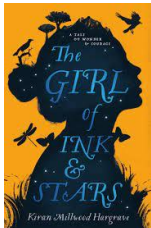
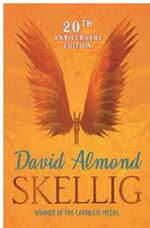
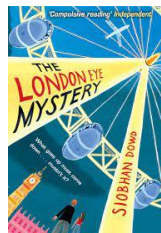
• **Develop positive attitudes to reading and understanding of what they read:**

- listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Reading Intent CJS

At CJS we believe that by the time the children leave us, children should be confident, articulate and expressive individuals who will engage in the lifelong skills of communication. We will provide an ambitious, holistic curriculum, which will inspire and motivate children to engage in high quality learning in reading, becoming effective listeners, speakers, readers and writers. This will be facilitated through a nurturing, cultural, focused environment, which will be rich with memorable experiences and transferrable skills. We will ensure all children are challenged, respecting their individual starting points, focusing on growth, progression and resilience. We will make the learning of reading fun, interesting and memorable. We strive to develop a culture that instils a passion for reading in all children, helping them to develop the life skill of reading habits, both for information and pleasure. Children are enabled to become enthusiastic and critical readers through their independent reading, as well as in engaging and challenging reading lessons, driven by high quality texts. All children are supported in becoming fluent readers and our extensive Library is at the heart of our school.

The following is a guide and is a flexible working document. Should it be deemed more appropriate to swap strands, please do so. Triangulation will be completed from this document though, so please save a new one if it is being changed in the same folder, as the term ie: Year 6 Autumn 2.

Autumn 1 – American Road Trip	Autumn 2 – Arabian Nights	Spring 1 – Survival of the fittest	Spring 2 – World War II	Summer 1 – World War II	Summer 2 – Cocoa Nuts
Whole class reading sessions: Non-fiction (week 1): North America texts Fiction:  Number of Weeks: 6 weeks Speaking and Listening objectives: - Listen and respond appropriately to adults and their peers - Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Whole class reading sessions: Non-fiction (week 1): Ancient Islamic Civilisation Fiction:  Number of Weeks: 5 weeks (Avon Tyrrell in week 6) Speaking and listening objectives: - Ask relevant questions to extend their understanding and knowledge	Whole class reading sessions: Non-fiction (week 1): Charles Darwin (Evolution) Fiction:  Number of Weeks: 6 weeks Speaking and Listening objectives: - Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Whole class reading sessions: Short texts: - Teeth - Cheers - Charge of the light brigade - Evil star - The kindness of strangers - Lost underground Number of Weeks: 5 weeks Speaking and listening objectives: - Use relevant strategies to build their vocabulary - Articulate and justify answers, arguments and opinions	Whole class reading sessions: Short texts: - Wrongly convicted - It's a wide world SATs Number of Weeks: 5 weeks Speaking and Listening objectives: - Select and use appropriate registers for effective communication. - Speak audibly and fluently with an increasing command of Standard English - Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Whole class reading sessions: Non-fiction (week 1): Fair Trade Fiction:  Number of Weeks: 6 weeks Speaking and Listening objectives: - Gain, maintain and monitor the interest of the listener(s) - Consider and evaluate different viewpoints, attending to and building on the contributions of others - Participate in discussions, presentations, performances, role play, improvisations and debates

Reading Objectives: HIAS assessment model (Phase 1)	Reading Objectives: HIAS assessment model (phase 2)	Reading Objectives: HIAS assessment model (phase 3)	Reading Objectives: Revision of reading objectives and skills based on summative assessment in preparation for SATs - HIAS assessment model (phase 1, 2 and 3)	Reading Objectives: Revision of reading objectives and skills based on summative assessment in preparation for SATs - HIAS assessment model (phase 1, 2 and 3)	Reading Objectives: HIAS assessment model (phase 1, 2 and 3)
Vocabulary Stifling Desolate Wearily Testified Despicable Scowled Descendant Sanitary	Vocabulary Conjure Chaffinches Cartographer Satchel Orchard Parchment	Vocabulary dozens timbers mortar lurched cement hearth disinfectant thistles scuttling			
Author of the half term: Louis Sachar	Author of the half term: Siobhan Dowd	Author of the half term: David Almond	Author of the half term: Emma Carroll	Author of the half term: Emma Carroll cont.	Author of the half term: Kiran Millwood Hargrave
Whole class reading for pleasure Fiction:	Whole class reading for pleasure Fiction:	Whole class reading for pleasure Fiction:	Whole class reading for pleasure Fiction: Non-fiction:	Whole class reading for pleasure Fiction: (cont.) Poems:	Whole class reading for pleasure Fiction: