

English Medium Term Planning

Talk for Reading

Year 6

Spring 1

National Curriculum

- 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 1 paragraph, identifying key details that support the main ideas
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 - 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

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| Text | | | Vocabulary | | |
| <u>Fiction</u> Holes <i>Louis Sachar</i> | | | Holes compound, descendant, destiny, forlorn, grimace, sanitary, scarcity, barren, paranoid, desolate, grotesque, writhe, drought, rummage, condemn | | |
| <u>Non-fiction</u> Benedict Allen | | | Benedict Allen Indigenous, ritual, tundra, remote, sub soil, basin, trekking, philosophy | | |
| <u>Poetry</u> The Way Through the Woods Rudyard Kipling | | | The Way Through the Woods coppice ,heath ,anemone ,ring-dove, broods , swish, steadily, cantering, solitude | | |
| <u>Lesson Objectives/Reading Skills</u> | | | | | |
| Week 1 Non-Fiction | Week 2 Non-Fiction | Week 3 Poetry | Week 4 Fiction | Week 5 Fiction | Week 6 Fiction |
| LO: Retrieve information from a text and use this to explain an answer. LO: Retrieve information to make a logical conclusion. LO: Check that the text makes sense to them by discussing their understanding and exploring the meaning of words in context. LO: Explore the meaning of words in context. LO: Distinguish between statements of fact and opinion. | LO: Retrieve information to draw a logical conclusion. LO: Retrieve information to draw a logical conclusion. LO: Participate in discussions about books that are read to them. LO: Retrieve information to support a viewpoint | LO: Read the poem and discuss and evaluate the author's use of language. LO: Identify how language, structure and presentation contribute to meaning. LO: Identify and discuss the theme of the poem. LO: Ask questions to improve our understanding of the poem. LO: Read a poem off by heart. | LO: Explore the vocabulary in the text. LO: Read for meaning including: retrieving information inferring characters' feelings and predicting. LO: Read and discuss the book and make comparisons between other books. LO: Retrieve information from a text and use this to explain an answer. | LO: To read for meaning including: retrieving information inferring characters' feelings, predicting. LO: To summarise the main ideas from the text, identifying key details that support the main ideas. LO: To provide reasoned justifications for their views using evidence from the text. LO: Provide reasoned justifications using evidence from the text LO: Recommending books that they have read to their peers, giving reasons for their choices | LO: To infer characters' feelings. LO: To read for meaning including: retrieving information and inferring characters' feelings. LO: To discuss and compare characters within the book. Reading comprehension end of unit assessment based on Holes. |

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