



St. Bede's Catholic Primary School



Medium Term Plan – Reading

Skills	Year 6
Reading – Word Reading	
Phonics and Decoding	To read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
Fluency	<i>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</i>
Reading – Comprehension	
Comparing, Contrasting and Commenting	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To 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>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p>

“Shine like a lantern in the presence of the Lord”



St. Bede's Catholic Primary School



	To compare characters, settings and themes within a text and across more than one text.
Words in Context and Authorial Choice	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.
Inference and Prediction	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues.
Poetry and Performance	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
Non-Fiction	To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix I). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

“Shine like a lantern in the presence of the Lord”