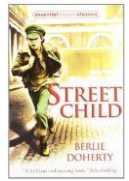
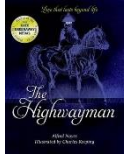
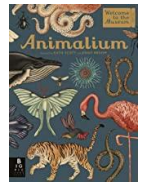

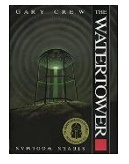









Year 6	Woodlands Park Whole School Reading Progression												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2		
Sequence code	T1S1	T1S2	T1S3	T1S3b	T2S4	T2S5	T2S6	T2S7	T3S8		T3S7	T3S8	
Progression of core texts	Street Child by Berlie Doherty  (Historical Fiction)	The Highwayman By Alfred Noyes.  (Narrative poetry)	Animalium: Welcome to the museum by Jenny Scott  (Formal information and explanation text)	Grammar Revision  	The Watertower by Gary Crew  (Narrative story with an eerie/unexplained atmosphere)	Wallace and Gromit: Cracking Contraptions Manual by Derek Smith and Graham Bleathman  (Explanation, formal and impersonal text)	A Wizard of Earthsea by Ursula L Guin  (Sci-fi Narrative using archaic language)	Are foodbanks the answer to food poverty?  (Formal, persuasive letter)	SATS revision sequence  (Grammar and Reading)	SATS week and Bude residential 	Writing task 1 Informal recount 'A day at Bude' 	Year 6 Production 	
Whole class teaching reading objectives	<p>New Content Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. R8</p> <p>Asking questions to improve their understanding. R9</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. R10</p> <p>Identifying how language, structure and presentation contribute to meaning. R13</p> <p>Revisited content</p>	<p>New Content 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. R1</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. R11</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. R14</p> <p>Revisited content Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. R8</p>	<p>New Content Distinguish between statements of fact and opinion. R15</p> <p>Retrieve, record and present information from non-fiction. R16</p> <p>Revisited content Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. R10</p>		<p>New Content Asking questions to improve understanding. R9</p> <p>Predicting what might happen from details stated and implied. R12</p> <p>Revisited content Drawing inferences such as inferring characters' feelings and motives from their actions, justifying inferences with evidence. R11</p>	<p>New Content Read books that are structured in different ways and reading for a range of purposes. R3</p> <p>Revisited content Identify how language, structure and presentation contribute to meaning (formality). R13</p> <p>Retrieve, record and present information from non-fiction. R16</p>	<p>New Content Making comparisons within and across books. R4</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing. R6</p> <p>Revisited content 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. R1</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. R11</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. R14</p>	<p>New Content Revisited content Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. R11</p> <p>Distinguish between statements of fact and opinion. R15</p> <p>Retrieve, record and present information from non-fiction. R16</p>	<p>New Content Revisited content Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. R8</p> <p>Asking questions to improve understanding. R9</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. R10</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying inferences with evidence. R11</p> <p>Predicting what might happen from details stated and implied. R12</p>		<p>New content Learn 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. R7</p> <p>Revisited content Identify how language, structure and presentation contribute to meaning. R13</p>		
Guided reading Intervention	Complete comprehension: 1) Who Let the Gods Out? by Maz Evans 2) To Asgard! by Rachel Piercey 3) Hidden Figures by Margot Lee Shetterly 4) The British (serves 60 million) by Benjamin Zephaniah 5) War Horse by Michael Morpurgo				SATs Paper practice and analysis: 1) 2023 2) 2022 3) 2019 4) 2018 5) 2017								
Book Talk	<ul style="list-style-type: none"> * continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. R2 *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. R5 *recommending books that they have read to their peers, giving reasons for their choices (fiction and non-fiction). R17 R18 *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. R19 												
Class story	Extinction Trials – S. M. Wilson Kick- Mitch Johnson Can you see me?- Libby Scott and Rebecca Westcott												