



In Reading Lessons we will teach:

- **(WRW 1)** applying a growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that the children meet.
- **(RCo 5)** identifying and discussing themes and conventions in and across a wide range of writing.
- **(RCo 6)** making comparisons within and across books.
- **(RCo 9)** checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- **(RCo 10)** asking questions to improve their understanding.
- **(RCo 11)** drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- **(RCo 12)** predicting what might happen from details stated and implied.
- **(RCo 13)** summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- **(RCo 14)** identifying how language, structure and presentation contribute to meaning.
- **(RCo 15)** to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- **(RCo 16)** distinguishing between statements of fact and opinion.
- **(RCo 18)** participation 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.
- **(RCo 20)** I can provide reasoned justifications for their views.

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(RCo 4) can be taught through termly book reviews for the Reading Corners. **(RCo 7 and 8)** can be taught for class assemblies, recitals or presentations. **(RCo 17)** can be taught through English and Humanities lessons. **(RCo 19)** can form a target of a discussion or debating unit in English.

Principles of Reading Lessons in Year 6

- The intent of Reading Lessons in Year 6 is to enable our children to become independent, capable and intelligent readers, with embedded comprehension and inference skills, and the ability to read aloud with passion and vitality.
- The children who still find reading fluently difficult need to be targeted in Reading Lessons.
- The children must be exposed to a wide range of fiction, poetry, plays, and non-fiction books (inc. reference and textbooks), including myths and legends, traditional stories, modern fiction, classic literature, and books from other cultures and traditions as well books structured in different ways. **(RCo 1) (RCo 2) (RCo 3)**
- Most of the children in the class will find the text accessible, challenging and engaging. The minority who find the text particularly troublesome will receive intervention beyond the reading lesson or are catered for at points within the reading lesson outline below.

Structure of Whole Class Reading Lessons	
Part 1	Vocabulary Review the ‘trickiest’ words and phrases from today’s text by exploring their meaning – visual, auditory and ‘tactile’ approaches can work well here. Reinforce these words outside of reading lessons. (E.g. in other lessons, on working walls, etc.) Consider how these words enhance meaning. (RCo 14) Occasionally, unusual vocabulary may <i>not</i> be introduced early, allowing the children a chance to infer from elsewhere in the sentence what the new word might mean. (WRW 1) (RCo 9)
Part 2	Target-related focus question - Choose one area as your teaching focus. Create one high-quality question in this area. Use from the codes: (RCo 5) (RCo 6) (RCo 10) (RCo 11) (RCo 12) (RCo 13) (RCo 14) (RCo 15) and (RCo 16). - At this point, simply give the pupils the question. They will, as they read, notice that they have found some information to help them answer the question. - Keep in mind the weighted nature of the following targets: (RCo 11) (RCo 12) (RCo 13) (RCo 14) and (RCo 15) and revisit these questions more often both here and in Part 6.
Part 3	Read to the class, modelling expression and inference. - Be the magic carpet! Your storytelling can transport them into the scene. - Model intonation and nuanced expression –helping them to do the same when it’s their turn. Activity <u>1-minute retrieval quiz.</u> (Halfway through the lesson’s text, give the pupils a series of multiple choice questions for pupils to answer.) <i>This is a retrieval exercise, consolidating the Year 4 skill.</i>
Part 4	Children Read Out Loud - Give a variety of pupils an opportunity to read out loud, practicing the intonation and expression that you have been modelling. E.g. <i>“Shema, read that line again, but this time really convince us that your life is on the line.”</i> This again, is a consolidation of skills learned earlier in the school’s curriculum. Activity <u>Quick-fire round of ‘find and copy’.</u> Approximately 5 questions in 5 minutes – children record their answers in their books. E.g. <i>“Find and copy one word from the 3rd paragraph which tells us that Maria is beginning to have second thoughts about her decision to enter the woods.”</i>
Part 5	Children Read Independently - Give the pupils an opportunity to read independently. Be clear about where they need to start and finish. Have an ‘if you finish early’ activity ready too, related to one of the targets. - For pupils who may struggle to read the text independently within the time given, ask their partner pupils to read (in a quiet voice) to them. You may choose to work with a small group of struggling readers, hearing them read aloud together.
Part 6	Target-Related Questions - Model the answer to the question shared at the beginning. (You can decide how heavily modelled this needs to be based on the knowledge and skills of your pupils.) Activity <u>Target-Related Questions.</u> In their books, pupils answer a variety of questions based on the targets listed above. These may vary in frequency dependent on the children’s needs. <i>(See attached WAGOLL activity sheet.)</i>
Part 7	Plenary Finish by asking the pupils one of the following, changing the target focus every week: - to summarise and sequence events in a text, noting which are the main points. (RCo 13) - participate in a group discussion about the text, justifying reasoning. (RCo 18) and (RCo 20) - to make predictions as to what may happen based on clues implied in text. (RCo 12)