

	Year 6				
Theme/Term	Journeys and m	igration Autumn 1	Evolution & inhe	ritanc	
Literary Leaf Text	Fly Me Home Polly Ho Yen	On the Move: Poems about Migration Michael Rosen	ATEDICANILO The Tiger Rising Kate DiCamillo Kate DiCamillo	ORICIN	
Pupils should be taught to maintain positive attitudes to reading and understandi ng of what they read by:	 continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 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 identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books 	 continuing to 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 	 continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 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 	• cor rang refer • rea and have choid • ma	
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 one paragraph, identifying key details that support the main ideas 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 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 Provide reasoned justifications for their views 	 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 one paragraph, identifying key details that support the main ideas 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 nonfiction 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 	 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 one paragraph, identifying key details that support the main ideas 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 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 	 che discumea discumea ask dra feelir justif preand sun one produce mair idea cont Discont Discont preand vertica to the build chall Produce 	



ince Autumn 2



On the Origin of Species

Sabina Radeva

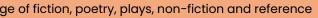
- continuing to read and discuss an increasingly wide ange of fiction, poetry, plays, non-fiction and eference books or textbooks
- reading books that are structured in different ways
- ind reading for a range of purposes
- ave read to their peers, giving reasons for their choices
- making comparisons within and across books

checking that the book makes sense to them, liscussing their understanding and exploring the neaning of words in context

- asking questions to improve their understanding drawing inferences such as inferring characters' eelings, thoughts and motives from their actions, and ustifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the nain ideas
- identifying how language, structure and presentation contribute to meaning
- Discuss and evaluate how authors use language,
- ncluding figurative language, considering the impact on the reader
- Participate in discussions about books that are read o them and those they can read for themselves,
- ouilding on their own and others' ideas and
- hallenging views courteously
- Provide reasoned justifications for their views

Theme/Term			Utopia vs. dystop	
Literary Leaf Text	Malala Malala Yousafzai	Politics for Beginners Louie Stowell	The Wolves of Willoughby Chase Joan Aiken	
Pupils should be taught to maintain positive attitudes to reading and understandi ng of what they read by:	 continuing to 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 	 continuing to 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 making comparisons within and across books • learning a wider range of poetry by heart 	 continuing to read and discuss an increasingly wide range books or textbooks reading books that are structured in different ways and read increasing their familiarity with a wide range of books, inclu- fiction, fiction from our literary heritage, and books from othe identifying and discussing themes and conventions in and making comparisons within and across books 	
Understand what they read by:	 checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context 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 one paragraph, identifying key details that support the main ideas 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 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 	 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 one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning 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 	 checking that the book makes sense to them, discussing the words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, the justifying inferences with evidence predicting what might happen from details stated and important ideas identifying how language, structure and presentation cont Discuss and evaluate how authors use language, including reader Distinguish between statements of fact and opinion Participate in discussions about books that are read to the on their own and others' ideas and challenging views courted Explain and discuss their understanding of what they have debates, maintaining a focus on the topic and using notes v Provide reasoned justifications for their views 	

pia Spring 2



- reading for a range of purposes
- cluding myths, legends and traditional stories, modern ther cultures and traditions
- nd across a wide range of writing

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- paragraph, identifying key details that support the
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- ng figurative language, considering the impact on the
- hem and those they can read for themselves, building rteously
- ve read, including through formal presentations and s where necessary

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Theme/Ter	Fate vs. free	will Summer 1	Crossing borders S
Literary Leaf Text Pupils should be taught to maintain positive attitudes to reading and understandi	The ExplorerKatherine Rundell• continuing to 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	 Reading - comprehension Consolidation of learning. maintain positive attitudes to reading and an understanding of what they read by: continuing to 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 	Crossing borders St After the War. From Auschwitz to Ambleside Tom Palmer • continuing to read and discuss an increasingly wide range of books or textbooks • increasing their familiarity with a wide range of books, includ fiction, fiction from our literary heritage, and books from other • identifying and discussing themes and conventions in and a • making comparisons within and across books
ng of what they read by:	 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 	 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 	

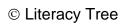
s Summer 2



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luding myths, legends and traditional stories, modern ner cultures and traditions

d across a wide range of writing



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Understand what they read by:	 checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context 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 one paragraph, identifying key details that support the main ideas 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 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 	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 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-fliction 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	 checking that the book makes sense to them, discussing t words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, t justifying inferences with evidence predicting what might happen from details stated and im summarising the main ideas drawn from more than one p main ideas identifying how language, structure and presentation conf Discuss and evaluate how authors use language, including reader Participate in discussions about books that are read to the on their own and others' ideas and challenging views courte Provide reasoned justifications for their views

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