

In school, we will ensure that we take every opportunity to encourage the children to develop as readers.

**Essential opportunities**

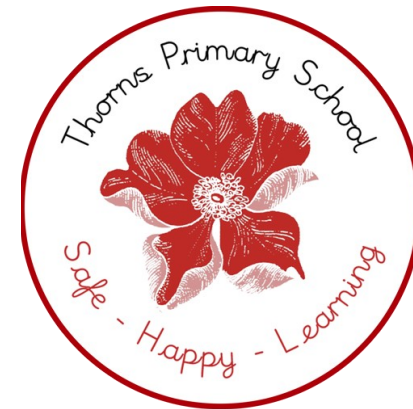
- *Listen to traditional tales.*
- *Listen to a range of texts.*
- *Learn some poems by heart.*
- *Become familiar with a wide range of texts of different lengths.*
- *Discuss books.*
- *Build up a repertoire of poems to recite.*
- *Use the class and school libraries.*
- *Listen to short novels over time.*

***Please speak to your child's teacher if you have any questions or would like further help or advice.***

# Thorns Primary School

## READING

### YEAR 6



Thorns Primary School  
Thorns Road  
Quarry Bank  
DY5 2JY  
01384 818285

**Please keep this reference guide safe as it gives you an overview of the curriculum coverage for your child's year group.**

## Your child in Year 6

We want all of our children to develop their word reading and comprehension skills so that they can read easily, fluently and with good understanding. It is our aim that children develop the habit of reading widely and often, for both pleasure and information.

In KS2, we continue to develop children's word reading skills through English sessions and guided reading. Comprehension skills develop through pupils' experience of high quality discussion with teachers or teaching assistants, as well as from reading and discussing a range of texts. We would also encourage children to develop these skills at home so it is important that children read to members of their family and have conversations about what they have read. Reading books to your child is also very important to develop pleasure in reading.

At Thorns, we are developing a curriculum approach that is underpinned by Chris Quigley Essentials ©; in this way we aim to develop mastery and depth of learning, rather than a 'tick list' approach. For this reason, you will notice that expectations for children look the same in years 1 & 2, years 3 & 4 and years 5 & 6. This is deliberate and does not mean that children do the same things in each of two years, it simply means that they have opportunities to revisit learning and in this way develop it further.

During their time in school we want the children to become excellent readers.

### Essential characteristics of excellent readers:

- *Excellent phonic knowledge and skills.*
- *Fluency and accuracy in reading across a wide range of contexts through the curriculum*
- *Knowledge of an extensive and rich vocabulary.*
- *An excellent comprehension of texts.*
- *The motivation to read for both study and pleasure.*
- *Extensive knowledge through having read a rich and varied range of texts.*

The children will regularly be given opportunities to progress towards proficiency in the following objectives:

### Essential learning objectives

- *To read words accurately*
- *To understand texts*

### Essentials for progress: Milestone 3

#### *To read words accurately*

- *Apply knowledge of root words, prefixes and suffixes*

#### *To understand texts*

- *Ask questions about the context in which books were written*
- *Discuss similar themes occurring across stories and express preferences*
- *Discuss how authors using language, including figurative language, considering the impact on the reader*
- *Distinguish between statements of fact and opinion*
- *Retrieve and record information from non-fiction by using contents, indexes, précising longer passages, using notes to present findings orally or in writing*
- *Make inferences, referring to evidence in the text*
- *Prepare poems and plays to read aloud with expression, volume, tone and intonation*
- *Participate in conversations about books, listening to the views of others and challenging views courteously*
- *Explain and discuss understanding of what is read, including formal presentations and debates, maintaining focus on the topic*
- *Ask questions to improve understanding of what is read*
- *Provide reasoned justifications of views*

When sharing your child's reading book with them, please take the opportunity to discuss the story's plot, character and setting and ask them to express opinions about it. Let them read independently and then question them about what they have read. You could ask your child to empathise with the characters, e.g. How would you react in this situation? You could also ask them to retell the story in their own words or summarise any information they have found out in a non-fiction text.