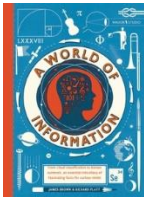
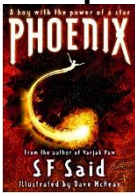
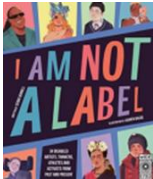

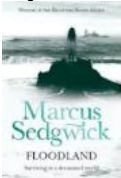

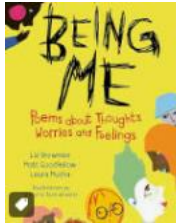

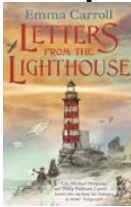



## Year 6 Reading Long Term Overview – Cycle 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole class	Whole class	Whole class 1	Whole class	Whole class	Whole class
<p>Fluency assessments on all pupils in class (first 2 weeks of term)</p> <p><b>Whole class teaching text:</b> A World of Information by James Brown and Richard Platt</p> <p><b>Non-fiction</b></p>  <p><b>Whole class teaching text:</b> Phoenix by SF Said</p> <p><b>Fiction</b> <b>Theme: hope</b></p> 	<p>I am Not a Label by Cerrie Burnell</p> <p><b>Non Fiction</b> <b>Theme - identity</b></p>  <p>The Girl of Ink &amp; Stars by Kiran Millwood Hargrave</p> <p><b>Fiction</b> <b>Theme – courage and truth</b></p>  <p>The Dreadful Menace</p> <p><b>Poetry</b> <b>Theme - Fear</b></p>	<p><b>Whole class teaching text:</b> Floodland by Marcus Sedgwick</p> <p><b>Fiction</b> <b>Theme – survival and responsibility</b></p>  <p>The Watertower by Gary Crew</p> <p><b>Fiction</b> <b>Theme – fear and power</b></p> 	<p><b>SATs revision using a range of texts</b></p>	<p><b>SATs revision using a range of texts</b> Being Me by Laura Mucha, Liz Brownlee &amp; Matt Goodfellow</p> <p><b>Non-Fiction</b> <b>Theme -Identity and self-worth</b></p> 	<p><b>Whole class teaching text:</b> The Children of The King by Sonja Harnett</p> <p><b>Fiction</b> <b>Theme - courage</b></p>  <p>Letters from a lighthouse by Emma Carroll</p> <p><b>Fiction</b> <b>Theme – Hope</b></p>  <p>Everything All at Once</p> <p><b>Transition poetry</b></p> 

Autumn Term Teaching Focus	Spring Term Teaching Focus	Summer Term Teaching Focus
<b>Word Reading</b> Apply knowledge of exception words, root words, prefixes and suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.		
<b>Fluency</b> Notice and respond to a wide variety of punctuation accurately when reading aloud.	<b>Fluency</b> Use intonation, tone and volume to keep the interest of an audience.	<b>Fluency</b> A rate above 130 words correct per minute is a use guide for the end of year 6.
<b>Comprehension</b> Discuss and evaluate the intended impact of the language used with reference to the text. Answer questions drawing on multiple sources of information across the wider text.	<b>Comprehension</b> Draw inferences such as characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	<b>Comprehension</b> Compare and discuss accounts of the same event through the different character viewpoints.
<b>Year 6 End of Year Pen Portrait</b> Pupils read a wide range of age-related appropriate texts fluently, identifying common themes and conventions. They understand how organisational structures and language contribute to meaning and how this affects the reader. Through discussion, and in writing about their reading, they show that they are able to build inferences around characters' feelings, thoughts and motives, supporting these with evidence from the text. Pupils can provide a succinct summary drawn from more than one paragraph.		