

# Havannah Primary School

## Stage 6 Reading

WORD READING		Aut	Spr	Sum
<b>Phonics and decoding</b>	<ul style="list-style-type: none"> <li>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes / word ending</li> <li>To decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues</li> </ul>			
<b>Common exception words</b>	<ul style="list-style-type: none"> <li>To read all Y5/ Y6 exception words, discussing the unusual correspondences between the spelling and sound and where these occur in the word</li> </ul>			
<b>Fluency</b>	<ul style="list-style-type: none"> <li>To read aloud a wide range of books and poetry written at an age-appropriate interest level with accuracy and pace</li> <li>To read most words fluently and effortlessly</li> <li>To pronounce unfamiliar written words with increasing automaticity</li> </ul>			
<b>Range of genres</b>	<ul style="list-style-type: none"> <li>To read widely and frequently, outside as well as in school</li> <li>To read for a range of purposes</li> <li>To continue to read an increasingly wide range of fiction, poetry, plays, non-fiction and reference or textbooks</li> <li>To read books that are structured in different ways</li> <li>To read books including myths, legends, modern fiction, fiction from literary heritage and books from other cultures and traditions</li> </ul>			
COMPREHENSION				
<b>Understanding and correcting inaccuracies</b>	<ul style="list-style-type: none"> <li>With new words, learn both a word's meaning and its correct pronunciation</li> <li>To ask more in depth questions to improve their understanding</li> </ul>			
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>To explore the meaning of words in context, giving reasons for their decisions</li> <li>To discuss how authors use language to have an impact on the reader, including terminology such as simile, metaphor, personification, analogy, imagery, style and effect</li> </ul>			
<b>Inference</b>	<ul style="list-style-type: none"> <li>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying inferences with evidence</li> <li>To consider different accounts of the same event, discussing viewpoints, both of authors and of fictional characters</li> <li>To discuss how characters change and develop through texts by drawing inferences based on indirect clues</li> </ul>			
<b>Prediction</b>	<ul style="list-style-type: none"> <li>To make predictions based on details stated and implied, justifying them in detail with evidence from the text</li> </ul>			
<b>Retrieval</b>	<ul style="list-style-type: none"> <li>To quickly retrieve and record information accurately from a range of texts</li> </ul>			
<b>Summarise</b>	<ul style="list-style-type: none"> <li>To succinctly summarise the main ideas drawn from more than one paragraph</li> <li>To identify key details that support the main ideas</li> <li>To recognise a more complex range of themes in what they have read, such as loss or subtle heroism</li> </ul>			
<b>Explain</b>	<ul style="list-style-type: none"> <li>To participate in discussions, building on their own and others' ideas and challenging views courteously</li> <li>To recommend texts to peers, giving reasons for choices</li> <li>To compare characters, settings, themes and plot within and across books</li> <li>To explain and discuss their understanding of texts, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>To listen to and act on guidance and feedback about the quality of their explanations and contributions to discussions,</li> <li>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views</li> </ul>			

<b>Poetry and performance</b>	<ul style="list-style-type: none"> <li>• To confidently perform poems (including poems learnt by heart) using a wide range of drama techniques to engage the audience and convey the meaning</li> <li>• To prepare plays to perform, showing an awareness of character and theme through intonation, tone and volume</li> </ul>			
<b>Non-fiction</b>	<ul style="list-style-type: none"> <li>• To read and discuss non-fiction books at an age-appropriate level</li> <li>• To retrieve, record and present information from non-fiction</li> <li>• To know what information to look for before beginning a task and understand the task</li> <li>• To use non-fiction materials for purposeful information retrieval e.g. in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information</li> </ul>			