Weston Park Primary School

Reading Overview

			Autumn 1 (7 weeks) Crime & Punishment Monday 6th September — Friday 22nd October		Year 6
	Key text	Supporting texts	NC skills	Expected outcomes	Reading taught elsewhere (Eg: WAGOLL, text immersion, research in topic, P4C links)
Wk 1	Holes		* Prediction * Make inferences	* Daily quick fire retrieval and inference questions. * Discuss blurb front cover. Make predictions with justification. * Introduce year 6 stem sentence. * Comment on Stanley's perception of Camp Greenlake compared to reality.	English reading in to writing. Wild Boy—predictions. Character inferences and retrieval. Language to create imagery for the reader.
Wk 2	Holes		* Ask questions to improve understanding. * Retrieve information from fiction. * Make inferences about character * Predict what might happen from details stated and implied.	* Daily quick fire retrieval and inference questions. * P4C quadrant to generate questions. * Role on the Wall—what characteristics Stanley possesses with evidence. (inference) What we know about Stanley (retrieval over several chapters) * Predict how lizards might be vital to the story.	
WK 3	Holes		* Draw inferences from character's feeling * Draw inference from character's actions * Justify responses with evidence from the text.	* Daily quick fire retrieval and inference questions. * Letter home from Stanley to his mother.	
Wk 4	Holes		* Draw inferences from character's feeling * Draw inference from character's actions * Justify responses with evidence from the text. * Make predictions using details stated and	* Daily quick fire retrieval and inference questions. * Compare the characteristics of Stanley and X-Ray and discuss how each would react to . * Make a prediction about the character of the Warden and her relevance to the story. Justify responses.	English reading in to writing. Wild Boy. Formal Newsreport—features and structural layout. Formal tone and impact.
Wk 5		Prisoner Poem Sir Robert Peel's Bobbies (NF txt)	* Discuss how authors use language * Identify authors viewpoint through language choices. * To summarise a poets opinion. * To effectively retrieve information. Justify responses with evidence from the text.	* Annotate poem to define language in context from a Victorian prison poem and discuss feelings and mood created. * Annotate verses to summarise content and viewpoint of the poet. * SATs style retrieval questions. * Annotate image of Bobbies with relevant information about them. * Decide why Victorian citizens would have particular view points - evidence from the text.	Various non- fiction texts in order to research prisons. Retrieve, records and present information from non-fiction. Non Chronologcal report—identify layout features used to support the reader.
Wk 6	Holes		* To answer questions about a text. * MOCK SATS Reading test.	* Mixed skill questions based upon chapters in holes. Teach test technique and justification of responses.	The Piano—film unit—inference skills and justification.
Wk 7		Deepening understanding—A healthy Heart	* Evaluate the use of language * Complete reading of holes	* Annotate text, define unfamiliar language, identify audience and purpose. Comment on layout and structural features and their purpose. * Answer Vocabulary and inference questions. I do/you do/independent. Mixed bag. * Discuss the themes running through the book.	

	Autumn 2 (7 weeks) Life can be Savage				Year 6
	Key text	Supporting texts	NC skills	Expected outcomes	Reading taught elsewhere (Eg: WAGOLL, text immersion, topic)
Wk 1		In Flanders Field Dulce and Decorum est	* Draw inferences from poetry * Interpret imagery within a poem	* Discuss poem, annotate and comment upon imagery created. Define old English and other vocabulary.	
Wk 2	Private peaceful		* Make predictions * Summarise events across a chapter. * Draw inferences from a characters feelings and actions.	* Order the events of Tommo's childhood chronologically. (Text is presented in a series of timehop memories and recollections.) * Diary entry about Tommo's first day of school.	
WK 3	Private Peaceful		* Draw inferences from character's feelings and actions. * Summaries main ideas drawn from more than one paragraph	* Why is Molly so important to the Peaceful family * Turn a scene in to a playscript to convey information.	The Savage—book talk—likes, dislikes, patterns and connections Poetry—vocab focus—what mood has been created ? What imagery? Author viewpoint discussed.
Wk 4		Deepening understanding—Defying the odds (Thai Cave rescue) NF	* Explain and discuss understanding of what they have read * Participates in discussions about books that are read	* Annotate purpose and audience. Define new language in context, discuss shocking or surprising moments. * Answer vocabulary and inference questions—I do you do for skills. Independent application.	The Savage—p4C/PHSE/Safety—conflict resolution. Explore the character of Hopper as a bully and conflict between Blue. Compare Jacqueline Hyde opening to The Savage.
Wk 5	Private Peaceful		* Draw inferences from a characters thoughts , feelings and actions	* A letter from Tommo to Charlie discussing his feelings and thoughts about Molly and the betrayal	The Savage—WAGOLL—comment on links between paragraphs (cohesion) the effect of language on mood and atmosphere and the building up of action (Effect of this on the reader)
Wk 6	Private Peaceful		* Draw inferences from a characters thoughts , feelings and actions * Identify themes and conventions across a wide range of writing.	* Diary entry from a character's point of view (Mum, Tommo, Charlie or Molly) about their through and feelings of Big Joe going missing—recount their part in the rescue and make comment using the text to infer. * Complete Private Peaceful and discuss themes. Discuss how the	
Wk 7			* MOCK SATs reading test.		

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		Spring 1 (7 weeks) Monday 4th January — Friday 18th February			Year 6
	Key text	**Supporting texts**	**NC skills**	**Expected outcomes**	**Reading taught elsewhere (Eg: WAGOLL, text immersion, topic)**
Wk 1	Boy in the Tower		* Use inference to make predictions and ask questions	* Create table—quotes from the text and the questions it raises about the content of the chapter.	English reading in to writing—Range of letters—purpose and evidence to support this. Persuasive devices and the effect on the reader.
Wk 2	Boy in the Tower	Mental Health support information (NF leaflet)	* Draw inferences from a character's actions. * Identify how language, structure and presentation contribute to meaning * Explain and discuss their understanding of what is read * Participate in discussions about books that are read * Discuss use of language and the impact it has on the reader.	* Diagnose Ade's mum (depression/anxiety) based upon evidence in the chapter and from the mental health support handout. * Share opinions About the character of Ade from thoughts, feelings and actions stated in inferred. * Identify times where characters were protective, scared, daring or curious Use evidence from the text to justify. * How doe the author create a sense of tension in chapter 19?	English—debate Should Ade's school close? Show an understanding of what has been read.
WK 3		Deepening understanding. Layers of the Rainforest (NF)	* Explain and discuss understanding of a text. * Focus test skills: ⇒ find and copy ⇒ 2 mark questions (retrieval) ⇒ 2 mark questions (inference) ⇒ 3 mark questions.	* Test technique. * Consider layout and the effect it has on the reader. * Effectively identify information and justify thoughts. * Vocabulary, inference and mixed bag questions. I do/you do and independent application.	Road's End film unit. Inference skills and justification. Suspense examples -discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Wk 4		The Giant Panda Bear (SATS non fiction text 1)	* Explain and discuss understanding of a text. * Focus test skills: ⇒ Variety of question styles. ⇒ Sentences stems	* Test technique. * Vocabulary, inference and mixed bag questions. I do/you do and independent application.	Geography—Maasai research—select and deselect information. Show an understanding of what has been read—present findings to class.
Wk 5		Wild Ride (SATS fiction text)	* Explain and discuss understanding of a text. * Focus test skills: ⇒ Variety of question styles. ⇒ Sentences stems ⇒ Locating information across several paragraphs	* Test technique. * Vocabulary, inference and mixed bag questions. I do/you do and independent application.	
Wk 6			Mock SATS		
Wk 7			*	Complete Boy in the Tower—discuss themes and make connections between texts.	

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	Spring 2				Year 6
	Key text	**Supporting texts**	**NC skills**	**Expected outcomes**	**Reading taught elsewhere (Eg: WAGOLL, text immersion, topic)**
Wk 1	Letters from the Light-house	World book day	* Prediction based inferences made from the front cover * Ask questions to improve understanding * Draw intferences from character feeliongs and actions. (WBD	* Prediction paragraph * List of questions (open) that Olive would have asked Sukie * WBD—Role on the wall /character profile for character they dressed up as.	The Arrival—Shaun Tan picture book dealing with immigration. Inference through pictures.
Wk 2	Letters from the Light-house		* Summarise main ideas drawn from more than one paragraph * To make inferences about characters thoughts feeling s and actions	* Script: conversation between mother and Olive about being evac-uated. * Diary entry in role as Cliff—Beano comic incident on the train. * SATs questions to infer and summarise. * Writing on role as Olive . Write to mum about a situation. (Evacuation/train)	The Arrival Newspaper articles and media around refugees and the closing of the Calais Camp Persuasive letter.
WK 3		Deepening understand-ing Anne Frank	⇒ Explain and discuss understanding of what has been read ⇒ Understand the meaning of words in context ⇒ Make inferences.	* Explain and summarise the text—text annotation. * Vocabulary questions * Inference questions * Exposure to a range of questions types.	The Tempest—Shakespeare original script and adapted book. Discussion of Elizabethan language and meaning. Use of language to create atmosphere and mood.
Wk 4			MOCK SATS	*	History—reading regarding Kinder-transport and Anne Frank diary ex-tracts. Retrieval and inference.
Wk 5	Letters from the Light-house	Review SAT papers (MOCKS)	⇒ Distinguishing between fact and opinion ⇒ Summarise main ideas drawn from more than one paragraph. ⇒	* List of facts and opinions about whether the lighthouse should be erased. * Identified clues we had been given and the mysteries that were still ongoing in the text.	The Tempest—Shakespeare original script and adapted book. Author choice of vocab and structures.
Wk 6	Letters from the Light-house	Review SAT papers (MOCKS)	⇒ Predict what might happen from details stated and implied.	* Predict what the children will do next.	The Tempest—Shakespeare original script and adapted book. Author choice of vocab and structures.

			Summer 1		Year 6
	Key text	**Supporting texts**	**NC skills**	**Expected outcomes**	**Reading taught elsewhere (Eg: WAGOLL, text immersion, topic)**
Wk 1		Deepening understanding Weapons for War Deepening understanding Dunkirk	* SATS REVISION	* Skill 1— finding 2/3 pieces of evidence (find and copy etc) * Skill 2—whole range of vocabulary and language * Skill 3— 3 mark questions in different styles (impression/ evidence/ tables)	Poem—7th September. Imagery and vocabulary choices. Inference and retrieval. History—memoires and diary entries around life in an air raid. 1st hand sources of information. Research facts. Friend or Foe Chapter 1/2 evacuation experience.
Wk 2		2016 sample paper	* SATS REVISION	* Taught skills from weaknesses in MOCKs. * Discuss SATs paper and test techniques.	History—varied sources of information to regarding evacuation. Research from letters, newspaper articles, memoires. Goodnight Mr Tom chapter 1—billeting officer/regional dialect.
WK 3			SATS WEEK		
Wk 4	Letters from the Lighthouse		* Range of retrieval, inference, summary and prediction activities chapter by chapter	*	Time slip short story—Nick's History project.
Wk 5	Letters from the Lighthouse		* Range of retrieval, inference, summary and prediction activities chapter by chapter	*	

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	Key text	Supporting texts	NC skills	Expected outcomes	Year 6
					Reading taught elsewhere (Eg: WAGOLL, text immersion, topic)
Wk 1	Letters from the Lighthouse		* Range of retrieval, inference, summary and prediction activities chapter by chapter	*	How to Die by Seigfreid Sassoon—poem. Beyond the Lines—Literacy Shed film clip.
Wk 2	Letters from the Lighthouse		* Range of retrieval, inference, summary and prediction activities chapter by chapter	*	Deepening Understanding—The Portal. The Portal novel.
WK 3	Letters from the Lighthouse		* Range of retrieval, inference, summary and prediction activities chapter by chapter		Deepening Understanding—The Portal. The Portal novel.
Wk 4	Letters from the Lighthouse		* Range of retrieval, inference, summary and prediction activities chapter by chapter	*	Theme park leaflets.
Wk 5	Letters from the Lighthouse		* Range of retrieval, inference, summary and prediction activities chapter by chapter	*	Theme park leaflets, websites and media. Effective publicity and promotion.
Wk 6	Letters from the Lighthouse		Identify themes across the book Summarise main ideas across the whole text.	Identify themes and conventions across this book and discussed similar/ related themes in Private Peaceful.	

Summer 2 — **Year 6**