





Reading long term plan St Patrick's Catholic Voluntary Academy Advent Term 2021 Year 6

Throughout the term: Following reading assessments, SATs papers are also used in guided groups. Learning focuses are applied as appropriate.

Wks	Module	Learning focus	Text for shared	Possible notes for Shared, guided and independent session <i>(if necessary)</i>
2	Comprehension strategies	I can make connections from what I read to my own life and experiences	The Midnight Fox By Betsy Byars 	Share an example SS: This reminds me of... and helps me to understand... I remember when I ... and this helps me to understand ... I felt ... therefore I think the character could feel ...
2		I make inferences such as inferring characters' feelings, thoughts and motives from their actions and justify these with evidence.		Identify where we are being told a character's thoughts or feelings directly, establish what it means to ' <i>infer</i> '. Model process making clues from the explicit. SS: I infer that... I think this because... When the character (does / says / moves like) this ... I infer that ... because
1		I ask questions and wonder to improve my understanding actively looking for answers to these.		SS: After reading ... I wonder ... Now that I have read ... I want to know ... In the text it says and therefore perhaps this is what might happen ...
Half term				
2	Comprehension strategies	I can visualise what I am reading to help me to understand the text and answer questions.	Blitz By Robert Westall 	Children can use whiteboards/ paper to draw (sketch) what they visualise SS: I can see ... this helps me to ... I think it looks like this ... therefore I now think

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1	Comprehension strategies	Grammar for reading: pronouns, pronouns, noun referencing, determiners, conjunctions, prepositions. Check that children understand the meanings of e.g. these, those, but, although, beneath etc...	<i>Goodnight Mister Tom</i> by Michelle Magorian 	SS: I know this pronoun ... is referring to ... because ... SS: This preposition ... tells me ... SS: Using the determiner ... tells me it is ... SS: Using this conjunction ... here ... helps me to ...
1	Wider decoding and reading strategies	Skimming and scanning to provide an overview of the text and to locate specific information	<i>Blitz</i> By Robert Westall 	SS: After skimming and scanning, I can tell you ... because ...
	Comprehension strategies	Forming inferences from both fiction and non-fiction.		SS: Using the clues in the text, I think ... means ... because ...
1	Wider decoding and reading strategies	Gist – re-telling meaning from text in their own words including information that they have inferred		Children will need this modelling so they are clear as to how the 'gist' differs to the 'summary'. SS: So, basically This is what basically happened ...
1		Vocabulary in context and author's choice of vocabulary		SS: When I read this word ... within this sentence / paragraph, I think it means ... because ...
1	Comprehension strategies	Text organisation – graphic organisers Recognition of form/genre		SS: Organising a text like ... helps the reader to follow and understand the information because ... SS: Writing it like this ... helps the reader to know the text is ... because ...
2	Comprehension strategies	Grammar for reading: pronouns, pronouns, noun referencing, determiners, conjunctions, prepositions. Check that children understand the meanings of e.g. these, those, but, although, beneath etc...		SS: I know this pronoun ... is referring to ... because ... SS: This preposition ... tells me ... SS: Using the determiner ... tells me it is ... SS: Using this conjunction ... here ... helps me to ...
1	Response to text	I comment on how and why a writer has used certain language, including figurative language (e.g. simile, metaphor, personification)	Poetry – Brian Lee 'Rain'.	SS: Using the simile / metaphor / makes me think of ... and therefore I think ... SS: The words ... remind me of ... and I think this is because the author wants the reader to think of / feel