

The Piggott School: Charvil Primary



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan  
We live with love and compassion, seeking help in times of need

**Curriculum Map: Reading Year 6**

**Long Term Plan**

|                     | <b>Autumn 1</b>   | <b>Autumn 2</b>        | <b>Spring 1</b>   | <b>Spring 2</b>          | <b>Summer 1</b>             | <b>Summer 2</b>                |
|---------------------|---|------------------------|-------------------|--------------------------|-----------------------------|--------------------------------|
| <b>Fiction</b>      | After the War   | Hitler's Canary        | Windrush Child    | Pig Heart Boy            | I am Malala                 | The Lizzie and Belle Mysteries |
| <b>Non-Fiction</b>  | Skyward   | Politics for Beginners | Black and British | Tales of Ancient Worlds  | If the World were a Village | Lands of Belonging             |
| <b>Picture Book</b> | Rose Blanche  | The Arrival            | Moth              | The Lion and the Unicorn | Varmints                    | Emmanuel's Dream               |
| <b>Other</b>        | <p><b>Poetry</b> Overheard in the Tower Block, Old Possum's Book of Practical Cats<br/> <b>Character Education</b> Go Big: The Secondary School Survival Guide<br/> <b>Archaic</b> The Hobbit, Black Beauty, Wind in the Willows, Shakespeare</p> |                        |                   |                          |                             |                                |

**Content Declarative Knowledge 'I know' and Skills Procedural Knowledge 'I know how to'**

|                      |                     |                        |
|----------------------|---------------------|------------------------|
| <b>Comprehension</b> | <b>Word Reading</b> | <b>Spoken Language</b> |
|----------------------|---------------------|------------------------|

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| <p>*I can read, enjoy, understand and discuss books that are written by different authors, in different styles. I can read books that are structured in different ways for different purposes e.g. for fun or research.</p> <p>*I can read, enjoy and understand a wide range of books, including books from our literary heritage and books from other cultures and traditions.</p> <p>*I can discuss ideas, events, structures, issues, characters and plots of texts across a wide range of writing.</p> <p>*I can discuss and compare themes, structures, issues, characters and plots within a book and between different books.</p> <p>*I can read, understand and learn from a wide range of poetry, and can learn longer poems by heart.</p> <p>*I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details as evidence to support my views.</p> <p>*I can understand how language, structure and presentation contribute to the meaning of a text.</p> <p>*I can talk about how authors use language, including figurative language, and the impact it has on the reader.</p> <p>*I can show my understanding of texts and poems through presentations and debates and can present information using notes I have created to help me focus on the topic in my presentation.</p> <p>*I can fully explain my views with reasons and evidence from the text.</p> | <p>*I can read aloud and understand the meaning of the words on the Year 5/6 list.</p> | <p>*I can ask specific reasoned questions to improve my understanding.</p> <p>*I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously and with clear reasoning.</p> <p>*I can explain and discuss my understanding of what I have read, including through formal presentations and debates in pairs, groups and the whole class, maintaining a focus on the topic and using notes where necessary.</p> <p>*I can perform my own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear.</p> |
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