

Reading

in Year 6 at
Almond Hill Junior
School



Reading Lesson 1

We have two reading lessons per week (in addition to any phonics teaching). The first focuses on reading fluency and children practise rereading a short extract of text and identify pauses and emphasis that develop reading for comprehension. New vocabulary is discussed and some retrieval and deeper thinking questions are discussed. The focus is on reading aloud and discussing understanding.

Below is an example of Y6 outcomes from Reading lesson 1.

Georgia stared at the bottle. It was rather an odd place to find one/buried under the sand at the foot of the cliffs. She might never have found it if it hadn't been for the fossil she had been digging out. Then again, perhaps it wasn't an odd thing to happen. Maybe the sea had washed it up and the wind had covered it with sand.

Georgia picked the bottle up and peered into it. In the best stories, bottles washed up by the sea/contained messages from people stranded on desert islands. This bottle could contain an important message/from someone desperate for help. Georgia imagined herself rescuing a group of terrified individuals who had been marooned on an island for years. In her mind's eye, she could see them all trying hard to fend off the wild animals and survive the wild weather.

'If I rescue them,' she thought, 'I'll be hailed as a hero. Then I'll have my picture in the papers all over the world. I'll be famous!' The thought was a good one. 'I might get rich.' She wondered how much money the newspapers would give her for an exclusive story on a desert island rescue.

Friday 10th October 2025
The Cottingley Fairies

The Cottingley Fairies

In 1920 a series of photos of fairies captured the attention of the world. The photos had been taken by two young girls, the cousins Frances Griffiths and Elsie Wright, while playing in the garden of Elsie's Cottingley village home. Photographic experts examined the pictures and declared them genuine. Spiritualists promoted them as proof of the existence of spirits and despite criticism by sceptics, the pictures became among the most widely recognized photos in the world.

The Origin of the Photographs

During World War I, ten-year-old Frances Griffiths, who was from South Africa, moved into the English home of her aunt and uncle, the Wrights, while her father fought in the war. She and her cousin, older Elsie, often played together in the large garden of the family's Cottingley village home.

Demarcating:
// = pause
// = long pause

Great!

Genuine:
Real and honest.

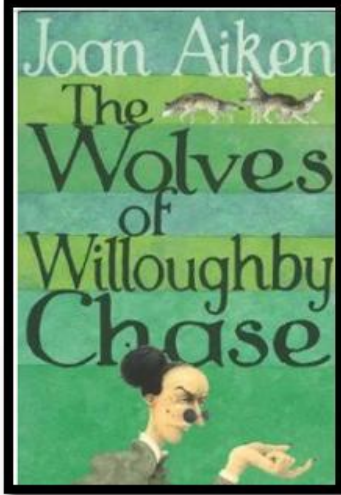
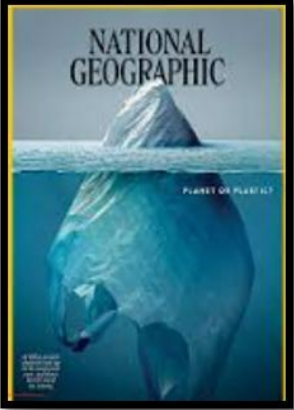
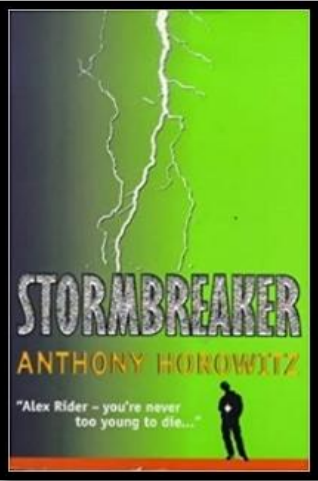
Supernatural:
Things or experiences that lack a scientific explanation



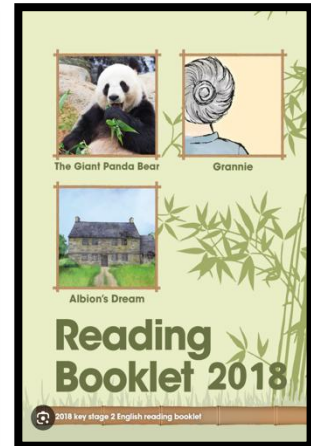
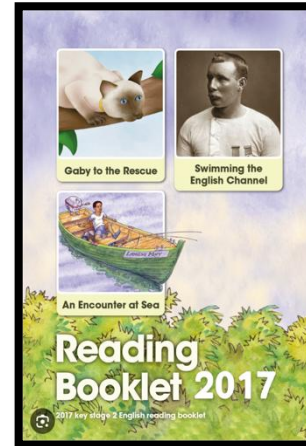
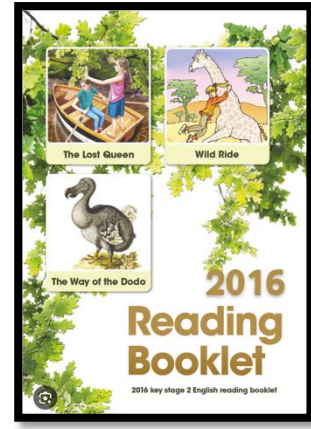
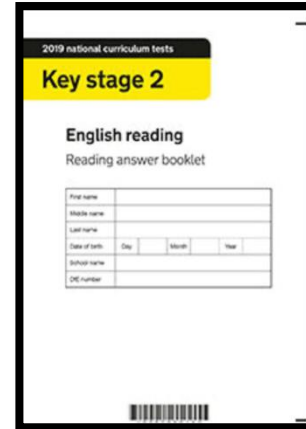
Marley's place/stood shrouded/in an early/morning/mist.Wispy drifts/hung like wraiths/on the still,cold,air.Birdsong filled the neighbouring wood,joyous and sweet/a cacophony of different sounds/blending effortlessly/into harmonious accord.//

Reading lesson texts

Each term, we choose different texts to base our reading lessons on. These texts come from various Y6 appropriate texts, many of which are shown here...



In addition to 'standard texts', Year 6 explore and are assessed on past KS2 SATs papers in reading throughout the year (examples below). This supports the children to become familiar with how to answer questions requiring different reading skills and offers further assessment rehearsal so children go into their assessments with confidence.



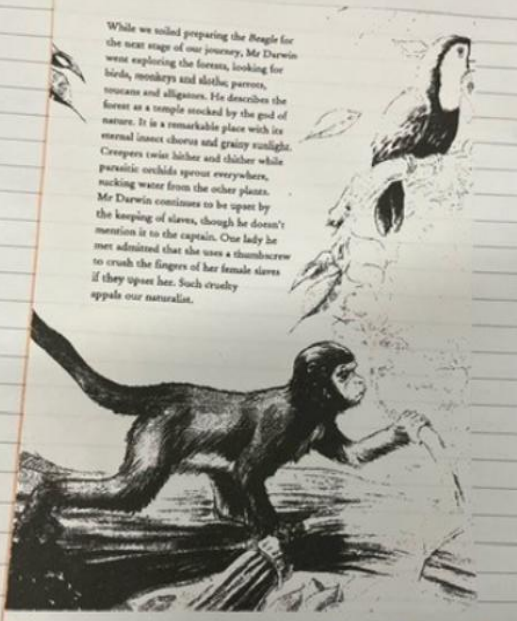
Reading Lesson 2

The second reading lesson is an opportunity for children to answer questions from a different (often Non-Fiction) text that requires multiple reading skills (see 'Reading Skills'). This text/book explored in this second lesson will relate to another area of learning within the current curriculum including History, Geography, Science and RE

Below is an example of Y6 outcomes from Reading lesson 2.

Thursday 12th October
Cross-Curricular

While we sailed preparing the Beagle for the next stage of our journey, Mr Darwin went exploring the forests, looking for birds, monkeys and sloths, parrots, toucans and alligators. He describes the forest as a temple stocked by the god of nature. It is a remarkable place with its eternal insect choruses and grainy sunlight. Creepers twist higher and higher while parasitic orchids sprout everywhere, sucking water from the other plants. Mr Darwin continues to be upset by the keeping of slaves, though he doesn't mention it to the captain. Our lady he met admitted that she uses a thumbcrew to crush the fingers of her female slaves if they upset her. Such cruelty appeals our naturalist.



1. It means it is a giant place where the animals have their perfect life and God surrounds them.

2. Slavery isn't around anymore and people don't use beagles anymore.

3. I think it is a tropical forest because it describes parrots and toucans. It is also a remarkable place because of the temple and stocked by nature.

Thursday 20th May 2022
Inference

Which reading principles have you explored today?

Read read read	☒	Reading rivers rule!	☒
Find it!	☒	I've seen this before!	☒
Use the clues	☒	Our teacher loves reading	☒
Oooo that's new!	☒		

Write the following words from the text in a sentence of your choice.

- Slavery - Harriet Tubman knew slavery was a right thing.

- tirelessly - She worked tirelessly to free others from slavery.

- devoted - She devoted her life to ending slavery.

I am learning to analyse a text

The Harriet Tubman Story



1. What do you think she was like for slaves in the American South at the time Harriet was growing up? Use evidence from the text to explain your answer. (3 marks)

2. What made Harriet decide that she had to escape?

3. Where did Harriet have to go to find freedom in the United States?

4. If the underground railway was not underground or a railway, why do you think it was given this name? (2 marks)

5. What unexpected thing did Harriet do once she had reached freedom? Why?

6. Look at the picture of Harriet helping an elderly slave escape. What is she saying to this woman to persuade her that it is better to keep going than to turn back?

Because it's so good back there and I don't like to leave and she would be free.

1. They had to work really hard every day because the conditions in the American South were very hot. So bad conditions to work in. The slaves had nothing to wear and pretty much no idea to sleep.

2. Because she heard a rumor that the master was going to sell some slaves.

3. The 'underground railway'.

4. Some where where the slaves could go because the master couldn't be able to see them (like in a day when underground).

5. She went back and helped free over 300 slaves and because...

Tuesday 28th March 2023
Reading Skills

Identifying, inferring, comparing, authorial intent

I've been told effects of the rain in the first poem:

Imagine you're there	☒	☒
Water falls on the leaves	☒	☒
Make your imagination	☒	☒
Your feet get wet	☒	☒
The air smells great	☒	☒

What do the poets do with it and saying?

Verse about how things:

Start outside the window / draw a fan on the glass

20. Why does the poet think rain is good?

Because it gets and heat in the sun.

21. Why do you think the poet chooses to describe the sound of the rain?

Because he thinks it's majestic and saying that.

22. What is the main purpose of the poem?

to create a picture of the way to show how rain can help to make the reader feel to show the effect of rain on...

This question is about both poems

23. Explain how each poet gives a different feeling about the rain. You will need to think about:

- the effect of rain on the writer
- how the rain is described

In the first one it says how bad how it makes them stay inside. The second one says how good rain is in summer and rid of the dust.

Reading Skills

Vocabulary:

- uses a range of strategies to identify the meaning of new vocabulary
- analyses, and explains the impact of authors' techniques and use of language e.g., expressive or figurative language, range of sentence structure, repetition etc

Retrieving:

- explains how poets and other writers create shades of meaning, justifying own views with reference to the text
- retrieves information, referring to more than one place in the text, and where there is competing (distracting) information
- recognises how the author of non-fiction texts expresses, sequences and links points
- considers when a story was first published, and discusses the audience that the author had in mind, when reading texts from our literary heritage
- identifies and analyses conventions across a range of non-fiction text types and forms looking at the differences in conventions within the same text type e.g., categorise sub-sets of persuasive texts into groups

Inferring:

- analyses why and how scene changes are made and how they affect characters and events
- distinguishes between implicit and explicit points of view
- explains the intent of the author e.g., explains how the author has tried to manipulate the emotions/bias of the reader
- draws reasoned conclusions from non-fiction texts which present differences of opinion
- identifies and summarises underlying themes in a range of narrative texts noting where there are several themes competing in a text
- explains underlying themes across a range of poetry e.g., can form compilations of poems based on themes explaining choices for the grouping and considering the order of the poems in the compilation.

Comparing:

- explains how a personal response has altered at various points across a text as the narrative viewpoint changes e.g. *'I didn't like this character at the beginning because ... but now I understand why ...*

Analysing:

- justifies personal response to narratives with suitable expansion e.g., *whether it was believable, whether dilemmas were resolved satisfactorily*
- identifies how authors use a range of narrative structures e.g., *stories within stories, flashbacks* and can demonstrate understanding by re-telling/writing the narrative using a different structure

Summarising:

- summarises competing views
- analyses dialogue at certain points in a story and summarises its purpose e.g., *to explain plot, show character and relationships, convey mood or create humour*

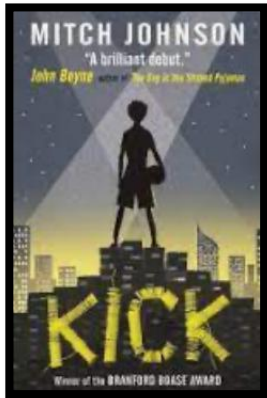
Authorial intent:

- Justifies agreement or disagreement with narrator's point of view when evaluating a text

Children at Almond Hill know that reading is not just about saying the words on the page. Many different skills are involved in the process of becoming a fluent reader. Here you can see all of the Y6 skills required to become an age-related reader. The bold statements show skills that children working at greater depth require.

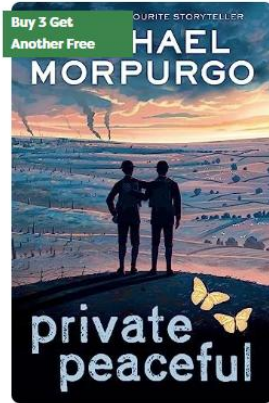
Class Readers

Each class reads books together for pleasure across the year. This is called the 'Class Reader'. Class reader's will be selected by the teacher and children from the following age-appropriate choices.

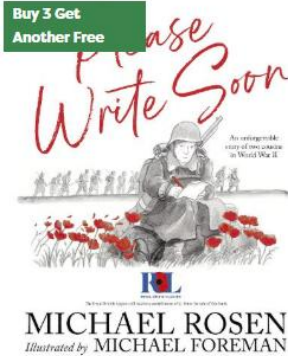


Kick
by **Mitch Johnson**

Private Peaceful
by **Michael Morpurgo**

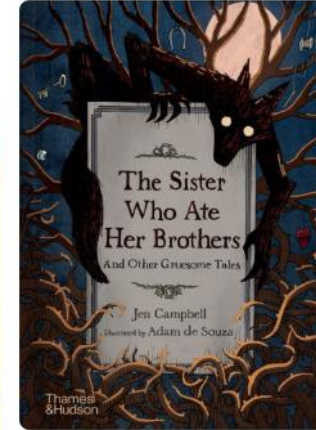


Buy 3 Get
Another Free



Please Write Soon: The Unforgettable
Story of Two Cousins in World War II
by **Michael Rosen**

Street Child
by **Berlie Doherty**



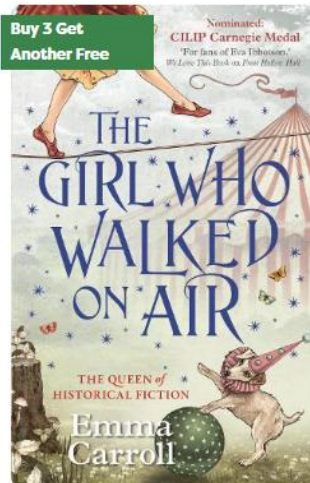
The Sister Who Ate Her Brothers: And
Other Gruesome Tales
by **Jen Campbell**

Hansel and Gretel
by **Neil Gaiman**



Crater Lake
by **Jennifer Killick**

The Girl Who Walked On Air
by **Emma Carroll**

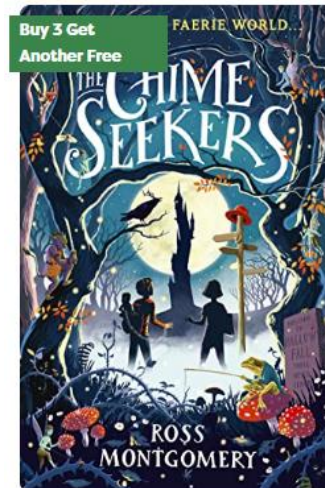


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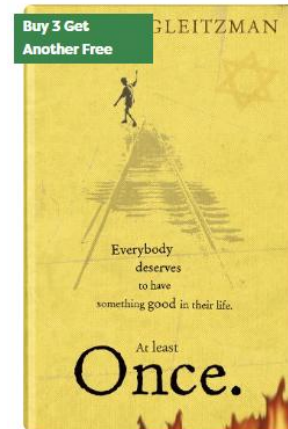


Robot Girl
by **Malorie Blackman**

The Chime Seekers
by **Ross Montgomery**



Buy 3 Get
Another Free



Once
by **Morris Gleitzman**

Reading fluency

Fluency in reading is the ability to read with accuracy, speed and suitable expression which ultimately help children strengthen their comprehension skills.

Children develop their ability to read and become fluent readers through weekly lessons offering a range of reading activities.

Some children will also be offered a place in our 'Reading Fluency Programme' of booster sessions to accelerate progress.

Termly in Year 6 we use children's 'words per minute' (WPM) as an indication for how well their reading fluency is developing.



Class library areas

Although varied in size and layout, all class libraries at Almond Hill meet the environment standards as stated in our Teaching, marking and feedback policy.

In all class libraries you will find...

- A wide range of books from various genres to suit all readers
- A welcoming space
- Teacher recommendations



Differentiation

To ensure that all children, regardless of reading and comprehension ability, access and learn from quality texts, we implement a range of adaptations in our reading lessons.

These include but are not limited to...

- Use of technology (OneNote)
- Immersive reader - Where pc reads text to children
- More/less and differentiated texts
- Recording answers in different ways (topic lesson only)

