

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 reading lesson always explores new vocabulary from a selected text. Also in this lesson, children will answer questions on the same text that focus on developing a specific reading skill (See 'Reading Skills').

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

Vocabulary (Independent reading)

- whisper read the text
- find the new vocabulary in the text and underline it
- find the dictionary definition and copy it neatly into the table
- highlight the word
- once complete, re-read the text ready to answer the questions.

White Fang **trembled** with fear, and though the **impulse** came to crawl out of his hiding place, he **resisted** it. After a time the voices died away and some time after that he crept out to enjoy the success of his **undertaking**. Darkness was coming on, and for a while he played about among the trees, pleasuring in his freedom. Then, and quite suddenly, he became aware of loneliness. He sat down to consider, listening to the silence of the forest and was **perturbed** by it. That nothing moved nor sounded, seemed **ominous**. He felt the lurking of danger, unseen and unguessed. He was suspicious of the looming bulks of the trees and of the dark shadows that might **conceal** all manner of **perilous** things.

tremble	To shake gently, especially because you are afraid.
impulse	An urge to do something.
Resist	To oppose or refuse to accept something.
undertake	To take a job or task.
perturbed	Worried or anxious.
ominous	Suggesting that trouble is coming.
perilous	Really dangerous.
conceal	To hide something or keep it secret. ✓

Wednesday 1st February 2023
 Litac-unit 1 - Vocabulary lesson

Into the Lifeboat

We touched the water with a terrific **thud**, a bone-racking **thud** which started the baby crying in **earnest**. Somebody in the **forepart** ordered cars out and we slowly pulled away from the side of the ship. I noticed one of the few men in the boat rowing; he was a fireman who had **evidently** just come up from the **stokehold**, his face still black with coal dust and eyes red-rimmed, wearing only a tin singlet to protect him from the icy cold. Taking a cigarette from his trouser pocket, he offered me half, poor devil!

Fascinated, my eyes never left the ship, as if by looking I could keep her **afloat**. I reflected that but four days ago I had wished to see her from afar, to be able to admire her under way; now there she was, my Titanic, magnificent queen of the ocean, a perfection of man's **handwork**, her splendid lines outlined against the night, every light twinkling.

I started **unconsciously** to count the decks by the rows of lights. One, two, three, four, five, six, then again - one, two, three, four, five. I stopped. Surely I had miscounted. I went over them again more carefully, **brushing** the **whispering** baby meanwhile.

No, I had made no mistake. There were only five decks now; then I started all over again - only four now. She was getting lower in the water, I could not any longer deny it.

Thud:
 A dull, heavy sound, such as that made by an object falling to the ground. ✓

Earnest:
 Very serious and sincere; meaning what you say or do. ✓

Forepart:
 The front part or section. ✓

Evidently: Obviously or clearly.

Vocabulary (Independent reading)

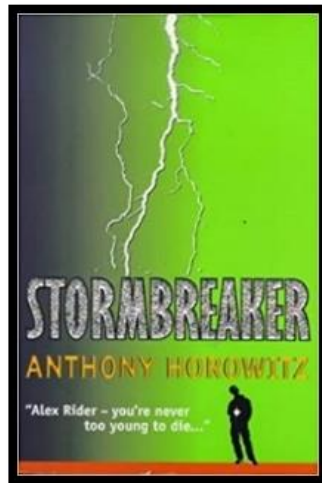
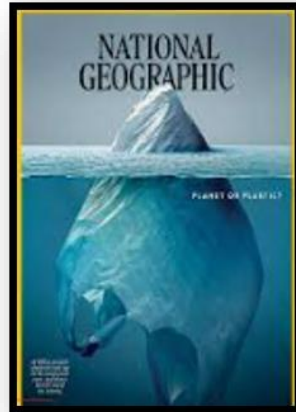
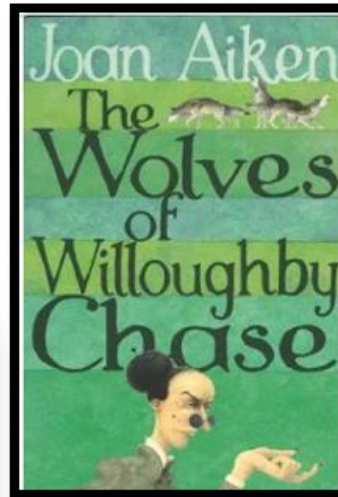
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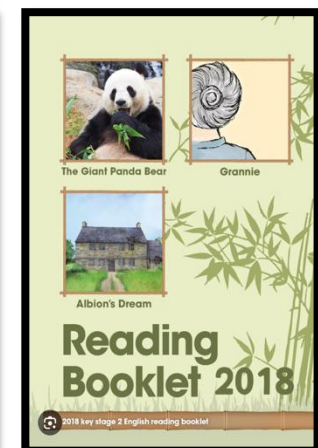
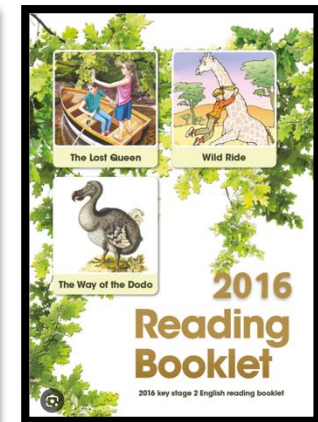
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Reading lesson texts

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.



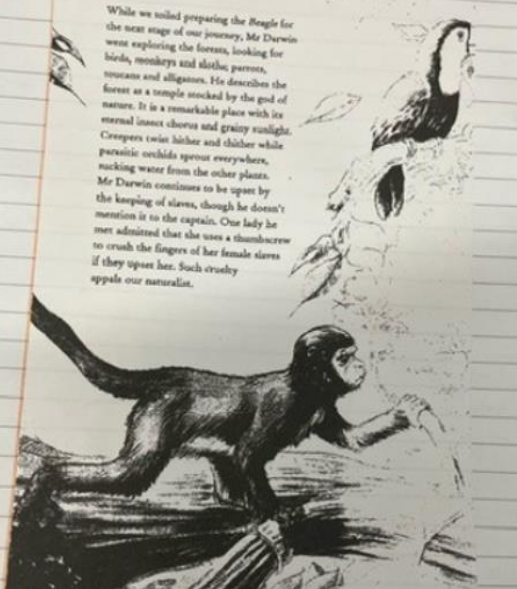
Reading Lesson 2

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 chorus and grainy sunlight. Creepers twin hitches and chicker 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 appals 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
Injustice

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

- Slavery - Harriet Tubman knew slavery wasn't right.
- tirelessly - She worked tirelessly to free others from slavery.
- devoted - She devoted her life to doing the right thing.

Which reading principles have you explored today?

Read read read	<input checked="" type="checkbox"/>	Reading rivers rule!	<input type="checkbox"/>
Find it!	<input checked="" type="checkbox"/>	I've seen this before!	<input type="checkbox"/>
Use the clues	<input checked="" type="checkbox"/>	Our teacher loves reading	<input checked="" type="checkbox"/>
Oooo that's new!	<input checked="" type="checkbox"/>		

I am learning to analyse a text

The Harriet Tubman Story

1. What do you think life 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 at all, why do you think it was given this name? (2 marks)

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

6. Look at the picture of Harriet leading an elderly slave escape. What is she trying to tell you? Is it possible that that is better to keep going than to turn back?

Because it's so good to see her and her family free and she would be free.

1. They had to work really hard every day because it was in American South which was 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 wouldn't be able to see them (like in the underground).

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

Tuesday 28th March 2023
Read Reading skills

Identify, infer, compare, authorial intent

You have been asked to write an opinion on the text below.

Have you read? Yes No

Underline the main idea. Yes No

Circle your favourite part. Yes No

What do you think the author is trying to say about the text?

Start outside the window!
Draw a job on the glass!

20. Why does the poet think rain is better than the sun?
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.

22. What is the main purpose of the poem?
To create a picture of the way rain falls and to show how rain can help to make the world better and to show the effect of rain on the world.

This question is about both poems

23. Explain how each poet gives a different feeling about the weather. 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 it makes them stay inside. The second one says how good rain is in summer and rid of the dust.

AH Reading Principles

These are displayed in all classrooms and referred to by teachers - Ask your child about them!

We know reading at our school is great when...

Read read read!



Reading rivers rule!



Use the clues



I've seen this before!



Oooo that's new!



Our teacher loves reading



Find it



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*

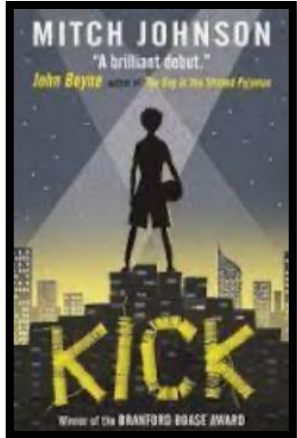
Authorial intent:

- 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.

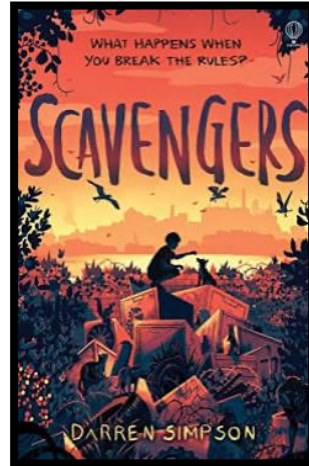
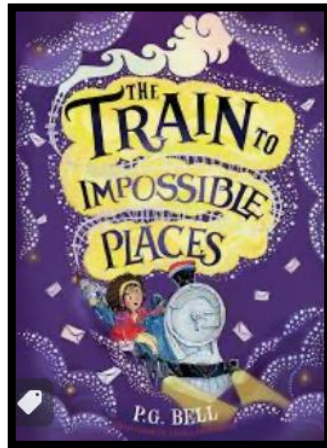
Class Readers

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.



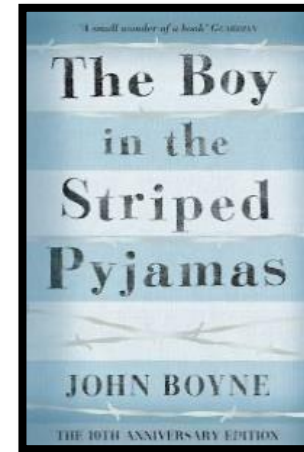
Kick
by Mitch Johnson

The Train to Impossible Places
by P. G. Bell



Scavengers
by Darren Simpson

The Boy in the Striped Pyjamas
by John Boyne

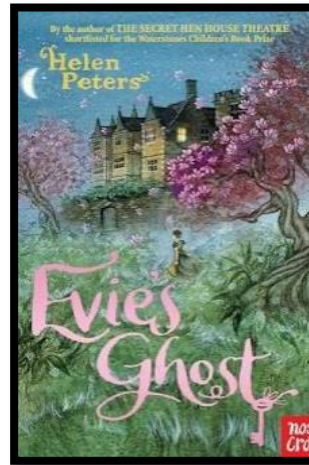
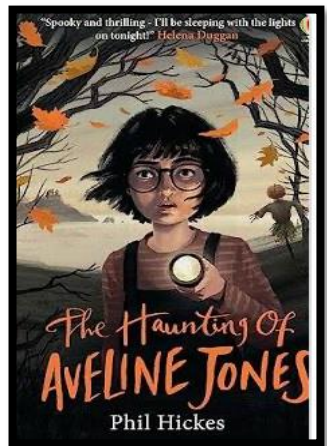


The Last Bear
by Hannah Gold



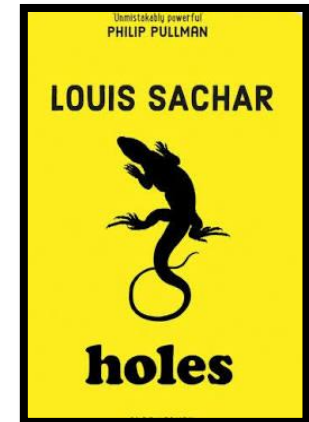
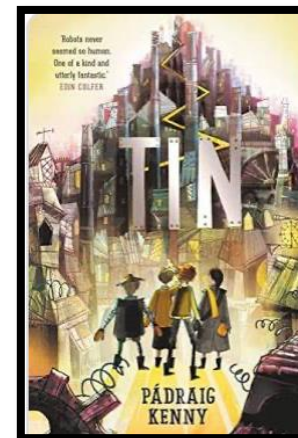
Crater Lake
by Jennifer Killick

The Haunting of Aveline Jones
by Phil Hicces



Evie's Ghost
by Helen Peters

Tin
by P draig Kenny



Holes
by Louis Sachar

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'.

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
- A reading river to support children in recall of previously explored texts



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

