

Long Term Reading Plan	
Year 6	
Aspect of Reading:	Objectives taught and reinforced in all reading sessions:
Word Reading	<ul style="list-style-type: none"> <li>I break long polysyllabic words into syllables with speed and read across the entire word.</li> </ul>
Wider decoding and reading strategies	<ul style="list-style-type: none"> <li>I read fluently with intonation and expression, pauses, pace and emphasis to interest and entertain the audience.</li> <li>I notice mistakes in my reading when reading higher level texts and correct them because the text doesn't make sense.</li> <li>I know that I sometimes need to reread text carefully to understand it fully</li> </ul>
Comprehension strategies	<ul style="list-style-type: none"> <li>I find, record and present information from non-fiction texts</li> <li>I relate what I have read to my personal and literary experiences and wider background knowledge.</li> </ul>
Response to reading	<ul style="list-style-type: none"> <li>I make comparisons within and across books commenting on similarities and differences.</li> </ul>

Term	Aspect of Reading	Objective Taught	Reading Skills
Autumn 1	Word Reading	I apply my knowledge of root words, prefixes and suffixes to help me to read fluently and understand the meaning of new words.	Decoding and Word Reading
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	Wider decoding and reading strategies	I scan text to find key words and phrases and skim read text to get the gist of a passage.	Skimming and Scanning Gist
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	Comprehension	I recognise that my ideas and visualised images can and do change during the course of reading Working memory.	Visualisation Working Memory
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	Comprehension	I recognise that my ideas and visualised images can and do change during the course of reading – Visualisation in Poetry	Visualisation in Poetry Figurative Language
	Comprehension	I recognise that my ideas and visualised images can and do change during the course of reading – Visualisation in Poetry	Visualisation in Poetry Figurative Language
		Autumn Half- Term	

Autumn 2	Grammar for reading	I understand how the language, structure and presentation contribute to meaning. Noun referencing	Noun Referencing
	Grammar for reading	I understand how the language, structure and presentation contribute to meaning. Pronouns	Pronoun Tracking
	Grammar for reading	I understand how the language, structure and presentation contribute to meaning. Conjunctions	Conjunctions
	Grammar for reading	I understand how the language, structure and presentation contribute to meaning. Prepositions	Prepositions
	Wider decoding and reading strategies	I understand how the language, structure and presentation contribute to meaning. Determiners	Determiners
	Wider decoding and reading strategies	I read longer complex sentences using commas, brackets, semi colons, colons and dashes accurately to help me and others to understand.	Punctuation for Reading (Upper Key Stage 2)
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	Assessment Week	Pixl Testing Week at some point during the Autumn Term	Assessment
		Christmas	
Spring 1	Comprehension	I make inferences such as inferring characters' feelings, thoughts and motives from their actions and justify these with evidence.	Inference
	Comprehension	I make inferences such as inferring characters' feelings, thoughts and motives from their actions and justify these with evidence.	Inference
	Comprehension	I monitor my reading for sense and can talk in detail about my understanding including giving the gist,	Gist Summary Inference
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	Comprehension	I explore the meaning of words in context and I ask about the meanings of words I don't understand	Unknown vocabulary in context
	Comprehension	I explore the meaning of words in context and I ask about the meanings of words I don't understand	Unknown vocabulary in context
		Spring Half-Term	
Spring 2	Comprehension	I explore the meaning of words in context and I ask about the meanings of words I don't understand	Unknown vocabulary in context
	Comprehension	I explore the meaning of words in context and I ask about the meanings of words I don't understand	Unknown vocabulary in context
	Response to Text	I comment on how and why a writer has used certain language, including figurative language (e.g. simile, metaphor, personification)	Authorial Intent
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	Comprehension	I give reasoned justifications for my views based on evidence from the text.	Gist Summary Inference
	Assessment Week	Pixl Testing Week at some point during the Spring Term	
		Easter	
Summer 1	Comprehension	I give reasoned justifications for my views based on evidence from the text.	Inference Gist
	Comprehension	I draw on detail to give persuasive answers to questions	Inference Summary Gist Unknown Vocabulary
	Comprehension	I draw on detail to give persuasive answers to questions	Inference Summary Gist Unknown Vocabulary
	Comprehension	I summarise succinctly the key point of a paragraph	Summary Gist
	SATS Week (change of position yearly)	SATS	SATS

	Response to text	I explain and discuss my understanding of what I have read including through presentation and debates, keeping to my focus, using notes where needed.	Inference Summary Gist Unknown Vocabulary
		Summer Half-Term	
Summer 2	Response to text	I explain and discuss my understanding of what I have read including through presentation and debates, keeping to my focus, using notes where needed.	Inference Summary Gist Unknown Vocabulary
	Response to text	I identify and discuss themes and conventions in and across a wide range of writing.	Themes and conventions
	Comprehension	I make inferences such as inferring characters' feelings, thoughts and motives from their actions and justify these with evidence.	Inference
	Comprehension	I make inferences such as inferring characters' feelings, thoughts and motives from their actions and justify these with evidence.	Inference
	Comprehension	I summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	Summary
	Response to text	I identify and discuss themes and conventions in and across a wide range of writing.	Themes and conventions