

## Reading at Beechwood



At Beechwood, we understand the importance of reading. We know that, in order to be successful, a skilled reader needs to develop their word reading skills as well as their comprehension skills. Our timetable ensures that children have a chance to practise reading in different ways so that they can become skilled readers who can access any text.

### Example weekly timetable:

| Monday  | Tuesday   | Wednesday   | Thursday   | Friday  |
|---|---|---|--|---|
| Fluency practice  | Extended Reading  | Close Reading   | Application  | Vocabulary instruction  |
| In this lesson, children will work on fluent reading of a text. They aim to read accurately, quickly and with great expression. | In this lesson, children will read their allocated text for the term as a class. With lots of reading practice, your child will increase the amount of words that they know and are able to understand. | In this lesson, children will read their allocated text together but this time they will do lots of talking about what they are reading. Through discussion, they will learn how to think about text as they read and explore what they read by talking about it. | In this lesson, children will explore text by completing tasks which help them to develop, recall and retain their sticky knowledge. | In this lesson, children will learn at least one root word and its meaning such as 'photo' meaning light. They will also learn the meaning of words outside of their spoken vocabulary which will help to broaden the range of words they have to hand. |

## Year 6 Reading Skills and Sticky Knowledge

### Fluency

I can read fluently with accuracy, automaticity and prosody.

I can recognise when pronunciation sounds unfamiliar and ask for help to pronounce words correctly, adding them to my spoken vocabulary.

I recognise that subtle shifts in emphasis during reading can affect the meaning of the text.

### Retrieval

I can efficiently retrieve information from a range of genres across complex texts.

I can answer retrieval questions in all formats effectively (for example a true/false grid).

I can answer questions where I need to take in the information from the question and find the answer even when it is not obvious.

I can answer questions where knowledge is needed of more complex word meanings.

I can select a correct answer amongst a list of plausible alternatives.

I can combine skills of retrieval and inference in order to answer questions.

### Inference

Through drama, I can explore character.

I am confident to explain my choices (in drama or discussion) which are supported by reference to the text/context.

I can explain what impression I get of a character based on what is said, done and implied by the text and I can support these inferences with direct reference to the text.

I can challenge the ideas of others where I may not agree, justifying thoughts with evidence drawn from across the text.

I can infer from more subtle evidence in the text.

I can draw inferences based on reading across a text.

I can draw inferences even when there is competing information.

### Language

I can discuss how language, structural and presentational choices impact on meaning, theme and purpose.

I can discuss and evaluate texts, commenting on writers' use of words, phrases and language features including figurative language and the impact on the reader.

I can comment on subtle shifts in text and can explain why I think these are effective. (To include shifts in formality/tense/genre)

I can recognise and comment on bias in text.

### Structure & Themes

I can consider how audience and purpose affect the presentation of text.

I can identify the main idea and the key details that support it from across a more complex text.

I can order events from more complex texts.

I can summarise for a purpose.

I can identify the themes and conventions of a range of texts.

I can discuss/comment on themes and conventions in different genres and forms.

I can make comparisons and contrasts within and across texts including those from different cultures and traditions.

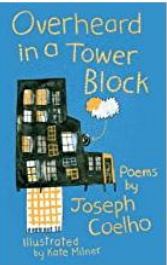
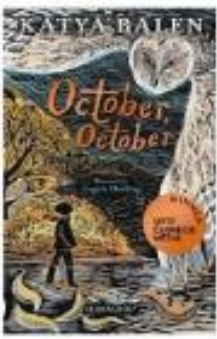
I can discuss viewpoints (both of the author and fictional characters), within a text and across more than one text.

I can recognise texts that contain features from more than one genre.

I can compare characters, settings and other aspects of text.

I can identify viewpoint and bias of authors/characters.

## In Autumn, the focus book for Year 6 are:

|   |  |  |
|---|--|--|
|  | <p>Gazing at the stars from five storeys up, smelling the bins from five storeys below. Overheard arguments, overheard laughter. A disappearing father and a Mermaid-Queen mother; statues that sing for flesh and blood; bullies who kick you under the table; perfect red trainers - and the things that lurk in the library...Award-winning poet Joseph Coelho's astonishing new collection is a powerful and moving poetic narrative about growing up in the city.</p> | <ul style="list-style-type: none"><li>- Belonging Street Poems by Mandy Coe</li><li>- Our Tower by Joseph Coelho</li><li>- The Girl who became a tree: a story told in poems by Joseph Coelho</li><li>- Courage out loud: Poems to perform by Joseph Coelho</li><li>- Boy in the tower by Polly Ho Yen</li></ul>           |
|  | <p>October and her dad live in the woods. They know the trees and the rocks and the lake and stars like best friends. They live in the woods and they are wild. And that's the way it is.</p> <p>Until the year October turns eleven. That's the year October rescues a baby owl. It's the year Dad falls out of the biggest tree in their woods. The year the woman who calls herself October's mother comes back. The year everything changes.</p>                       | <p>If you would like to help your child further with some wider reading linked to this you could try:</p> <ul style="list-style-type: none"><li>- Birdsong by Katya Balen</li><li>- The space we're in by Katya Balen</li><li>- When the sky falls by Phil Earle</li><li>- The night animals by Sarah Ann Juckes</li></ul> |