

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 as well as their comprehension. 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 Summer, the focus books for Year 6 are:



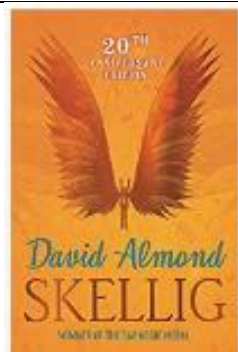
At the age of 22, Charles Darwin clambered up the steps of HMS Beagle armed with enough notepads to last him for several years and set sail on a journey of exploration that would change his life and how we view the entire world forever.

From his fascination with the natural world which began at an early age, his love of collecting new specimens and keen eye for observation, to his ground breaking theory of evolution, uncover the incredible life of Charles Darwin in this fascinating story of his life.

At the back of the book, explore a selection of the amazing species he discovered, concise profiles of some of the incredible people who helped Darwin on his path to becoming a ground breaking scientist, a glossary of terms and a timeline of Darwin's life and career.

If you would like to help your child further with some wider reading linked to this you could try:

- On the Origin of Species by Sabina Radiva
- Amazing Evolution by Anna Claybourne
- Darwin's dragons by Lindsay Galvin
- Moth 'an evolution story' by Isabel Thomas



When a move to a new house coincides with his baby sister's illness, Michael's world seems suddenly lonely and uncertain.

Then, one Sunday afternoon, he stumbles into the old, ramshackle garage of his new home, and finds something magical that is far more than it first appears, and as it helps Michael, his world changes for ever . . .

This book contains some swear words which will be not read aloud with the children in school. Please exercise caution if reading at home.

If you would like to help your child further with some wider reading linked to this you could try:

- My name is Mina by David Almond
- River boy by Tim Bowler
- A Monster Calls by Patrick Ness
- My dad's a birdman by David Almond

