

**Year Group: 6 Shared Reading Long Term Plan**

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| **Term** | | **Autumn Term** | **Spring Term** | **Summer Term** |
| **Fiction** | | **Percy Jackson and the Lightning Thief**  Rick Riordon  Fiction  Fantasy | **Cogheart**  Peter Bunzl  Fiction  Adventure/Historical Setting | **Murder Most Unladylike**  Robin Stevens  Fiction  Mystery |
| **Non-Fiction** | | **Tales of the Ancient Worlds Adventures in Archaeology**  Stefan Milosavljevich  Sam Caldwell  Non-fiction  Non-chronological report (Historical)   * Ancient Greece pg 108 * Roman Empire pg 96 * The City at the Bottom of the Ocean pg 92 * The Secret at the Temple of Inscriptions pg 96 * The Temple of Bones pg 24 * A Stink in the Bank pg 126 |  | **Herstory 50 Women and Girls Who Shook the World**  Katherine Halligan  Non-fiction (Historical)  Non-chronological report   * Elizabeth I pg 6 * Hatshepsut pg 20 * Emily Bronte pg 42 (show examples of work) * Shirin Ebadi pg 54 * Valentina Tereshkova pg 84 * Katherine Johnson pg 78 |
| **Poetry** | | **Poems From a Green and Blue Planet**  Sabrina Mahfouz  Poetry   * Narrative – Winter Lull pg 358 * Free Verse – From London Snow pg 335 | **Poems From a Green and Blue Planet**  Sabrina Mahfouz  Poetry   * Personification – The Mother Moon pg 410 * Couplet – Night 379 | **Poems From a Green and Blue Planet**  Sabrina Mahfouz  Poetry   * Narrative – Wondered Lonely as a Cloud pg 50 * Ballad – Legend of First Wind pg 43 |
| **Reading Objectives** | **Word Reading** | * I can apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words * I can apply knowledge of prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words * I can use combined knowledge of phonemes and word derivations to pronounce words correctly. For example: arachnophobia, audience * I can attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words * I can read fluently, using punctuation to inform meaning | | |
| **Composition** | * I can make connections between other similar texts, prior knowledge and experience and explain the links * I can compare different versions of texts and explain the differences and similarities * I can summarise key information from different parts of a text * I can recognise the writer’s point of view and discuss it * I can present a personal point of view based on what has been read and refer to the text to support opinion * I can present a counter-argument in response to others’ points of view and provide reasoned justifications for their views * I can distinguish between statements of fact and opinion * I can find information using skimming to establish main idea and to find specific information * I can text mark to make research efficient and fast and organise information or evidence appropriately * I can read and become familiar with a wide range of books, including modern fiction, fiction from our literary heritage, and books from other cultures and traditions * I can read books that are structured in different ways and consider and evaluate how effectively texts are structured and laid out * I can recognise texts that contain features from more than one text type * I can read non-fiction texts to support other curriculum areas * I can read closely to ensure understanding * I can recommend books that I have read to my peers, giving reasons for my choices * I can identify and discuss themes in a range of writing and across longer texts * I can identify and discuss the conventions of different text types * I can identify key points in an appropriate text * I can learn a range of poetry by heart. For example, narrative verse, sonnet * I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action * I can identify and comment on writer’s choice of vocabulary, giving examples and explanation. * I can identify and explain how writers use grammatical features for effect. For example, the use of short sentences to build tension * I can show awareness of the writers’ craft by commenting on use of language, grammatical features and structure of texts * I can express a personal point of view about a text, giving reasons linked to evidence from texts * I can raise queries about texts * I can listen to others’ ideas and opinions about a text and build on others’ ideas and opinions about a text in discussion | | |
| **Reading Skills**  **VIPERS** | | * Vocabulary * Inference * Explain * Retrieval |  |  |