

ENGLISH LONG TERM PLAN - YEAR 6 PLUS +

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Reading Comprehension</p> <p>Look at the types of questions on the reading progression document to see how the questioning changes/extends from half term to half term.</p> <p>RED PLUS A FOR 3 TERMS RED PLUS B BOOKS ON BUG CLUB FOR 3 TERMS</p>	<p>LITERAL COMPREHENSION Participate in discussion about the similarities and differences between two books on a similar topic or by the same author.</p> <p>PERSONAL RESPONSE AND EVALUATION OF A TEXT Respond to a moral dilemma in a text, giving their own opinion of the topic discussed and justifying this with evidence from the text.</p> <p>PERFORMANCE Make increasingly sophisticated decisions about what material to select to support their argument in presentation or debate.</p>	<p>ACCURACY Accurately track meaning of text during reading, seldom needing to pause to self-correct. Beginning to use wider context of text to support their understanding of a sentence with unfamiliar words or syntax.</p> <p>PERSONAL RESPONSE AND EVALUATION OF A TEXT Sometimes able to identify how own reaction to a character in fiction changes across the course of a book, and pinpoint some reasons for this.</p> <p>VOCABULARY DEVELOPMENT Explore words with similar meanings but different degrees of formality or complexity.</p> <p>RANGE OF TEXTS Read for a wider range of purposes.</p>	<p>LITERAL COMPREHENSION Summarise main ideas and concerns in a book, identifying key details that support main ideas.</p> <p>MAKING INFERENCES Read between the lines and explain different possible interpretations of an event in a fiction or non-fiction text.</p> <p>PREDICTION With minimal prompting, read between the lines to predict what might happen from details stated and implied.</p> <p>PERSONAL RESPONSE AND EVALUATION OF A TEXT Recommend books to peers, giving reasons for their choices and considering how the context of the story distinguishes it from other books on a similar theme or by the same author.</p> <p>LITERARY LANGUAGE Discuss and evaluate how writers use language, including analogy, considering the impact on the reader</p> <p>RANGE OF TEXTS Regularly read a wide range of texts including longer fiction, and a wide range of non-fiction texts including online research, and can identify the most pertinent points.</p>	<p>MAKING INFERENCES Participate in discussion about views expressed in two texts on a similar topic or by same author, taking into account differences in purpose and audience.</p> <p>PERSONAL RESPONSE AND EVALUATION OF A TEXT Formulate own opinion of a topic in response to a book that sparks debate and justifies this with evidence from the text.</p> <p>TEXT STRUCTURE Discuss and evaluate how texts are structured and presented, and can comment on the impact on the reader.</p>	<p>ABOVE Y6</p> <p>LITERAL COMPREHENSION Draw links between different pieces of evidence and paraphrase them when asked to provide evidence for views on a text.</p> <p>PREDICTION With support, participate in discussion about different possible endings or events that might happen in a story and can justify each prediction using stated and implied evidence.</p> <p>PERSONAL RESPONSE AND EVALUATION OF A TEXT With support, evaluate how effectively the author has created a particular mood, and can discuss their own response to it.</p> <p>PERFORMANCE Select appropriate evidence and ideas from more than one source and use it to deliver a well-reasoned and balanced presentation based on what they have read.</p> <p>LITERARY LANGUAGE With support, evaluate how author has used language for a particular effect, finding examples and explaining how they impact on the reader.</p> <p>RANGE OF TEXTS Regularly contribute to discussions about a wide range of books, including modern classic fiction and</p>	<p>MAKING INFERENCES Begin to make critical comparisons across texts and can give a written response to a question, explaining their answer.</p> <p>PERSONAL RESPONSE AND EVALUATION OF A TEXT Use breadth of reading to discuss their opinions of authors, themes and styles and can justify why they like these.</p> <p>TEXT STRUCTURE Discuss a range of structural features and evaluates how these contribute to the effects achieved.</p>

					<p>a range of non-fiction sources, and can make thematic links between texts.</p> <p>TEXT STRUCTURE Evaluate the author's choice of text structure in terms of the impact on the reader.</p>	
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