

Year 6							
Range							
	Supported		Increased independence		Independent		End of year outcomes To achieve the expected standard in year 2, children should have achieved all of the statements below:
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
	Range: Read books that are structured in a variety of specific ways and for a range of purposes Types of books to be read this term: Class reading book: Skychasers (Emma Carroll)	Range: Read books that are structured in a variety of specific ways and for a range of purposes Types of books to be read this term: Class reading book: The boy at the back of the class (Onjali Q. Rauf)	Range: Read books that are structured in a variety of specific ways and for a range of purposes Types of books to be read this term: Class reading book: Kensuke’s Kingdom (Michael Morpurgo)	Range: Read books that are structured in a variety of specific ways and for a range of purposes Types of books to be read this term: Class reading book: When Hitler Stole Pink Rabbit (Judith Kerr)	Range: Read books that are structured in a variety of specific ways and for a range of purposes Types of books to be read this term: Class reading book: The Nowhere Emporium (Ross Mackenzie)	Range: Read books that are structured in a variety of specific ways and for a range of purposes Types of books to be read this term: Class reading book: Goodnight, Mr Tom (Michelle Magorian)	Range Read books that are structured in a variety of specific ways and for a range of purposes. E.g. timeslip stories, texts that provide information about a theme/topic from the past, present and future
	Themes: History, adventure, good v bad, race against time, morality of wrong-doing, friendship and loyalty, peril and suspense.	Themes: Refugee experience, loyalty, overcoming prejudice, strong children, friendship, kindness, curiosity.	Themes: Travel adventure, family, loneliness and independence, friendship, loyalty, war and its effects, keeping secrets, loyalty, adventure, resilience.	Themes: 1930s Germany, politics, Nazism, persecution of Jews, fleeing anti-Semitism, refugees, sticking together, child’s perspective, family.	Themes: Adventure, fantasy and magic, good v evil, trust and loyalty, loss, bullying, hope, character development through discovering own potential.	Themes: War and its effects, WW2, evacuation, dealing with trauma and neglect, loss, death and grief, community, self-expression, loyalty and shared experiences. Love.	
	- Discuss their understanding of both texts that they have read independently and those read to them - Assist children to recall, through discussion and modelling, skills developed in yr6 to consider the structure and purpose of texts, using PRS to aid this - Through teacher-led discussion and shared thinking, identify how the structure and presentation of texts contributes to the meaning. Children explore a range of texts with different structures and presentations in shared reading with a teacher.	- Discuss their understanding of both texts that they have read independently and those read to them - Assist children to recall, through discussion and modelling, skills developed in yr6 to consider the structure and purpose of texts, using PRS to aid this - Through teacher-led discussion and shared thinking, identify how the structure and presentation of texts contributes to the meaning. Children explore a range of texts with different structures and presentations in shared reading with a teacher.	- Discuss their understanding of both texts that they have read independently and those read to them - With growing independence and using a range of strategies, continue to read books for a range of purposes and with varying structures, using PRS to identify this - Children are able to identify some structural and presentational features and, with continued support, discuss how they contribute to the meaning of the text. Continue to explore a range of texts with different structures and presentations in shared reading with a teacher.	- Discuss their understanding of both texts that they have read independently and those read to them - With growing independence and using a range of strategies, continue to read books for a range of purposes and with varying structures, using PRS to identify this - Children are able to identify some structural and presentational features and, with continued support, discuss how they contribute to the meaning of the text. Continue to explore a range of texts with different structures and presentations in shared reading with a teacher.	- Discuss their understanding of both texts that they have read independently and those read to them - By responding to questions, children show they can independently read books that are structured in specific ways and for a range of purposes - Through discussion and questioning, children draw on what they know about a range of different texts to demonstrate that they are able to identify how the structure and presentation of texts contributes to the meaning.	- Discuss their understanding of both texts that they have read independently and those read to them - By responding to questions, children show they can independently read books that are structured in specific ways and for a range of purposes - Through discussion and questioning, children draw on what they know about a range of different texts to demonstrate that they are able to identify how the structure and presentation of texts contributes to the meaning.	Range - Discuss their understanding of both texts that they have read independently and those read to them - Identify the structural conventions of non-fiction in relation to the text type - Identify how the structure and presentation of texts contributes to the meaning e.g. moving backwards and forwards throughout the story (‘Holes’) using a range of narrators (Trash) pathway stories
Decoding							
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	End of year outcomes To achieve the expected standard in year 2, children should have achieved all of the statements below:
	Supported	Supported	Increased independence	Increased independence	Independent	Independent	
	Word Reading: Through discussion and modelling, including recall of strategies, support children to apply their knowledge of root words, prefixes and suffixes to read aloud, including the y5/6 statutory list and words from the y6 spelling programme.	Word Reading: Through discussion and modelling, including recall of strategies, support children to apply their knowledge of root words, prefixes and suffixes to read aloud, including the y5/6 statutory list and words from the y6 spelling programme.	Word Reading: With increasing independence, and using appropriate support, children develop their ability to apply their knowledge of root words, prefixes and suffixes to read aloud.	Word Reading: With increasing independence, and using appropriate support, children develop their ability to apply their knowledge of root words, prefixes and suffixes to read aloud.	Word Reading: Independently demonstrate their ability to apply their knowledge of root words, prefixes and suffixes to read aloud.	Word Reading: Independently demonstrate their ability to apply their knowledge of root words, prefixes and suffixes to read aloud.	Word Reading: Apply their knowledge of root words, prefixes and suffixes to read aloud. This is now an automated skill but children should continue to demonstrate application to their new experiences.
Language Comprehension							
	Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequencing-KS1 & Summarising-KS2						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
S????	Oral - Teacher models reciting a range of poems and well-known speeches by heart, using intonation, tone and volume to emphasize key elements of the poem and provoke a response in the listener. Children practice reciting poetry using these elements - Teacher models reading aloud and performing play scripts. Teacher articulates and models	Oral - Teacher models reciting a range of poems and well-known speeches by heart, using intonation, tone and volume to emphasize key elements of the poem and provoke a response in the listener. Children practice reciting poetry using these elements - Teacher models reading aloud and performing play scripts. Teacher articulates and models how to refine their performances through subtle changes to show; changes in	Oral - Children begin to recite poems, sections of poems and parts of well-known speeches by heart, practising using intonation, tone and volume to emphasise key elements of the poem and provoke a response in the listener - With continued modelling and support. Children practise reading aloud and performing play scripts. They practise refining their performances using subtle changes to show; changes in characters; effect of the plot using	Oral - Children begin to recite poems, sections of poems and parts of well-known speeches by heart, practising using intonation, tone and volume to emphasise key elements of the poem and provoke a response in the listener - With continued modelling and support. Children practise reading aloud and performing play scripts. They practise refining their	Oral - Children recite poems and well-known speeches by heart, using intonation, tone and volume to emphasise key elements of the poem and provoke a response in the listener - Children have refined their performances of play scripts to illustrate subtleties, e.g. to show changes in character, effects of the plot using asides, expressions, gestures and monologues. They monitor the audiences’ interest and	Oral - Children recite poems and well-known speeches by heart, using intonation, tone and volume to emphasise key elements of the poem and provoke a response in the listener - Children have refined their performances of play scripts to illustrate subtleties, e.g. to show changes in character, effects of the plot using asides, expressions, gestures and monologues. They monitor the audiences’ interest and adapt their	Oral - Recite poems by heart, using intonation, tone and volume to emphasize key elements of the poem and provoke a response in the listener e.g. The Tyger (Blake) Stop All The Clocks (Auden) recital of well-known speeches (Winston Churchill, Martin Luther King, Nelson Mandela) - Read aloud and perform play scripts, refining their performance to illustrate subtleties e.g. to show

	how to refine their performances through subtle changes to show; changes in characters; effects of the plot using asides; expressions, gestures and monologues	characters; effects of the plot using asides; expressions, gestures and monologues	asides; expressions, gestures and monologues	performances using subtle changes to show; c hanges in characters; effect of the plot using asides; expressions, gestures and monologues	adapt their performances accordingly, using the skills they have practised	performances accordingly, using the skills they have practised	changes in character, effects of the plot using asides, expressions, gestures, monologues
P I	Response: - Through modelling and teacher-led discussion, teacher demonstrates making predictions about what may happen based on their wider understanding of content and themes and using multiple pieces of evidence. - Draw inferences, through modelling and shared discussions. Teacher demonstrates how to draw inferences across texts about characters’ viewpoints, authors’ viewpoints and themes, explaining their thinking. - Teacher models justifying their inferences and views with a variety of references from across texts, by comparing sources and considering the reliability of information. Teacher models how to select points that support, and discredit points that contradict their argument.	Response: - Through modelling and teacher-led discussion, teacher demonstrates making predictions about what may happen based on their wider understanding of content and themes and using multiple pieces of evidence. - Draw inferences, through modelling and shared discussions. Teacher demonstrates how to draw inferences across texts about characters’ viewpoints, authors’ viewpoints and themes, explaining their thinking - Teacher models justifying their inferences and views with a variety of references from across texts, by comparing sources and considering the reliability of information. Teacher models how to select points that support, and discredit points that contradict their argument.	Response: - Using shared thinking, provide regular opportunities for children to recall and develop their skills of predicting what may happen based on their wider understanding of content and themes and using multiple pieces of evidence. - Draw inferences using shared thinking. Construct inferences across texts about characters’ viewpoints, authors’ viewpoints and themes. - Use shared thinking to recall and develop skills that will aid them in justifying, explaining and extending their views and challenging the views of others, with a range of references from across texts, by comparing sources and selecting points that support, and discrediting those that contradict their points	Response: - Using shared thinking, provide regular opportunities for children to recall and develop their skills of predicting what may happen based on their wider understanding of content and themes and using multiple pieces of evidence - Draw inferences using shared thinking. Construct inferences across texts about characters’ viewpoints, authors’ viewpoints and themes. - Use shared thinking to recall and develop skills that will aid them in justifying, explaining and extending their views and challenging the views of others, with a range of references from across texts, by comparing sources and selecting points that support, and discrediting those that contradict their points	Response: - Independently, through responding to questions, children demonstrate that they can recall and develop their skills of predicting what may happen based on their wider understanding of content and themes and using multiple pieces of evidence. - By independently responding to questions, and using a range of strategies, children demonstrate their skills in drawing inferences across texts about characters’ viewpoints, authors’ viewpoints and themes. They use success criteria and/ or previous modelled work to check this. - Through writing and discussion, children independently show strategies for justifying, explaining and extending their views and challenging the views of others, with a range of references from across texts, by comparing sources and selecting points that support, and discrediting those that contradict their points. They use success criteria and/or previous work to check this.	Response: - Independently, through responding to questions, children demonstrate that they can recall and develop their skills of predicting what may happen based on their wider understanding of content and themes and using multiple pieces of evidence. - By independently responding to questions, and using a range of strategies, children demonstrate their skills in drawing inferences across texts about characters’ viewpoints, authors’ viewpoints and themes. They use success criteria and/ or previous modelled work to check this. - Through writing and discussion, children independently show strategies for justifying, explaining and extending their views and challenging the views of others, with a range of references from across texts, by comparing sources and selecting points that support, and discrediting those that contradict their points. They use success criteria and/or previous work to check this.	Response: - Predict what may happen based on their wider understanding of content and themes e.g. I think Macbeth will die because it’s a tragedy/ villains often die - Draw inferences across texts about characters; viewpoints, authors’ viewpoints and themes e.g. the soldiers were disillusioned with the war because the reality was different from what they’d been told - Justify their inferences and views with a variety of references from across texts and by comparing sources and considering the reliability of information e.g selecting points that support and discrediting points that contradict their argument
E	Response - Through modelling and shared modelling provide opportunities for children to identify how the same theme is represented across texts e.g. facing loneliness, loyalty, and how multiple themes are represented in longer narratives. - Through modelling and shared modelling, give frequent opportunities for distinguishing between fact, and opinion and bias in a range of texts. - Using a range of texts and looking at different authors, teacher models responding to questions that develop understanding of a text, topic or theme, including their wider understanding of cultural and social issues. - Teacher explains their thinking about texts by making reference to key details and comparisons. Frequent opportunities are provided for children to share their thinking about a variety of texts - Teacher models how to explain and extend their own views. The teacher models how to challenge the views of others, clearly articulating the reason/s why they have a different opinion	Response - Through modelling and shared modelling provide opportunities for children to identify how the same theme is represented across texts e.g. facing loneliness, loyalty, and how multiple themes are represented in longer narratives. - Through modelling and shared modelling, give frequent opportunities for distinguishing between fact, and opinion and bias in a range of texts. - Using a range of texts and looking at different authors, teacher models responding to questions that develop understanding of a text, topic or theme, including their wider understanding of cultural and social issues. - Teacher explains their thinking about texts by making reference to key details and comparisons. Frequent opportunities are provided for children to share their thinking about a variety of texts - Teacher models how to explain and extend their own views. The teacher models how to challenge the views of others, clearly articulating the reasons/s why they have a different opinion	Response - Using shared thinking, children identify how the same theme is represented across texts e.g. facing loneliness, loyalty, and how multiple themes are represented in longer narratives. - Using shared thinking, children continue to practise distinguishing between fact, and opinion and bias in a range of texts. - During teacher-led discussion about a range of texts and authors, children begin to respond to questions that develop understanding of a text, topic or theme, including their wider understanding of cultural and social issues. - Through teacher-led discussion, shared thinking and ongoing support, children become more confident explaining their thinking by making reference to key details and comparisons. - Children develop their ability to explain and extend their own views through teacher-led discussion and shared thinking. They begin to challenge the views of others, providing some explanation for their thinking	Response - Using shared thinking, children identify how the same theme is represented across texts e.g. facing loneliness, loyalty, and how multiple themes are represented in longer narratives. - Using shared thinking, children continue to practise distinguishing between fact, and opinion and bias in a range of texts. - During teacher-led discussion about a range of texts and authors, children begin to respond to questions that develop understanding of a text, topic or theme, including their wider understanding of cultural and social issues. - Through teacher-led discussion, shared thinking and ongoing support, children become more confident explaining their thinking by making reference to key details and comparisons. - Children develop their ability to explain and extend their own views through teacher-led discussion and shared thinking. They begin to challenge the views of others, providing some explanation for their thinking	Response - Through responding to questioning and participating in discussion, children demonstrate their ability to identify how the same theme is represented across texts e.g. facing loneliness, loyalty, and how multiple themes are represented in longer narratives. They use success criteria and/or previous modelled work to check this. - Orally and in writing, children respond to questioning independently to show they can distinguish between fact, and opinion and bias in a range of texts. - Children are able to respond to questions that develop understanding of a text, topic or theme, including their wider understanding of cultural and social issues. - Orally and in writing, children show they can explain their thinking independently by making reference to key details and comparisons. 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They challenge the views of others, articulating why they have a different opinion	Response - Identify how the same theme is represented across texts e.g. facing loneliness, loyalty, and how multiple themes are represented in longer narratives. - Distinguish between fact, opinion and bias. - Respond to questions that develop understanding of a text, topic or theme, including their wider understanding of cultural and social issues e.g. Why did Dickens write so often about the rich and the poor? Why was Adeline treated so badly? (Chinese Cinderella) - Explain their thinking by making reference to key details and comparisons. - Explain and extend their own views and challenge those of others
	Grammar: Using modelling, shared modelling and discussion, demonstrate how to explore the meaning of words in different contexts within fiction and non-	Grammar: Using modelling, shared modelling and discussion, demonstrate how to explore the meaning of words in different contexts within fiction and non-fiction. Compare meaning in a range of contexts.	Grammar: Using shared thinking and by using a range of support such as thesauruses, children explore the meaning of words in different contexts within fiction and non-fiction. Compare meaning in a range of contexts.	Grammar: Using shared thinking and by using a range of support such as thesauruses, children explore the meaning of words in different contexts within fiction and non-	Grammar: Through writing and discussion, pupils show they understand the meaning of words in different contexts within fiction and non-fiction to answer questions independently and compare meaning in a range of contexts. They	Grammar: Through writing and discussion, pupils show they understand the meaning of words in different contexts within fiction and non-fiction to answer questions independently and compare meaning in a range of contexts. They use success	Grammar: Explore the meaning of words in different contexts within fiction and non-fiction e.g. flexible means he was prepared to compromise/ means it was bendy

	fiction. Compare meaning in a range of contexts. Teacher models how to use age appropriate dictionaries and thesauri to check the meaning of words. Children are given frequent opportunities to practise this	Teacher models how to use age appropriate dictionaries and thesauri to check the meaning of words. Children are given frequent opportunities to practise this	Children continue to practise using age appropriate dictionaries to check the meaning of words, seeking adult support when needed	fiction. Compare meaning in a range of contexts. Children continue to practise using age appropriate dictionaries to check the meaning of words, seeking adult support when needed	use success criteria and/ or previous modelled work to check this. Children independently use age appropriate dictionaries and thesauri to check the meaning of words.	criteria and/ or previous modelled work to check this. Children independently use age appropriate dictionaries and thesauri to check the meaning of words	Use age appropriate dictionaries and thesauri to check the meaning of words
	Grammar: Evaluate how and why authors use language, through modelling and shared modelling, demonstrate how to evaluate authors’ use of language for different effects.	Grammar: Evaluate how and why authors use language, through modelling and shared modelling, demonstrate how to evaluate authors’ use of language for different effects.	Grammar: Evaluate how and why authors use language, children use shared thinking to evaluate authors’ use of language for different effects.	Grammar: Evaluate how and why authors use language, children use shared thinking to evaluate authors’ use of language for different effects	Grammar: Evaluate how and why authors use language. Through writing and discussion, children show they can independently evaluate authors’ use of language for different effects	Grammar: Evaluate how and why authors use language, Through writing and discussion, children show they can independently evaluate authors’ use of language for different effects	Grammar: Evaluate how and why authors use language, shades of meaning, and a range of figurative devices to impact on the reader. E.g. explain the difference between words such as; miffed, irritated, furious, fuming, irate, livid, incensed and their impact We need to decide what these are and make sure y5 is accurate
S R	Organisation - Through modelling and shared modelling and discussion, teacher demonstrates how to summarise ideas, events and information through and across texts about a common topic with support. - Teachers model how to skim and scan and finds frequent opportunities for skimming and scanning to locate information efficiently across a range of sources.	Organisation - Through modelling and shared modelling and discussion, teacher demonstrates how to summarise ideas, events and information through and across texts about a common topic with support. - Teachers model how to skin and scan and finds frequent opportunities for skimming and scanning to locate information efficiently across a range of sources.	Organisation - Using shared thinking, children continue to summarise ideas, events and information through and across texts about a common topic with support as needed. - Using shared thinking and shared modelling, children continue to develop their skills of skimming and scanning to locate information selectively and precisely across a range of sources.	Organisation - Using shared thinking, children continue to summarise ideas, events and information through and across texts about a common topic with support as needed. - Using shared thinking and shared modelling, children continue to develop their skills of skimming and scanning to locate information selectively and precisely across a range of sources.	Organisation - By responding to questioning, children demonstrate their ability to summarise ideas, events and information through and across texts about a common topic. - Orally and in writing, children show that they can independently use skimming and scanning to locate information selectively and precisely across a range of sources. They use success criteria/ previous modelled work to check this.	Organisation - By responding to questioning, children demonstrate their ability to summarise ideas, events and information through and across texts about a common topic. - Orally and in writing, children show that they can independently use skimming and scanning to locate information selectively and precisely across a range of sources. They use success criteria/ previous modelled work to check this.	Organisation - Summarise ideas, events and information through and across texts about a common topic. - Locate information selectively and precisely across a range of sources.
R	Research - Children make notes from several sources to gather information. - Through modelling, shared modelling and discussion, teacher demonstrates how to make choices about the most efficient techniques to make notes. - Teacher models devising key questions, explaining their question choices. They identify themes to research and share their thinking with children. - Through modelling and shared thinking, teachers demonstrate how to refine notes. They model how to identify facts that do not correlate with the bulk of the research and how to disregard information based on opinions. - Teacher models how to use notes to support presentations and debates.	Research - Make notes from several sources to gather information. - Through modelling, shared modelling and discussion, teacher demonstrates how to make choices about the most efficient techniques to make notes. - Teacher models devising key questions, explaining their question choices. They identify themes to research and share their thinking with children. - Through modelling and shared thinking, teachers demonstrate how to refine notes. They model how to identify facts that do not correlate with the bulk of the research and how to disregard information based on opinions. - Teacher models how to use notes to support presentations and debates	Research - Make notes from several sources to gather information. - Using shared thinking and with continued support, children begin to make choices about the most efficient techniques to use to make notes. - Using shared thinking, children begin to identify themes and devise key questions to research. - Use shared thinking to recall and develop skills which will enable children to refine notes and disregard unreliable information. With continued support, children begin to make choices about what is opinion and what is fact, and which pieces of information are irrelevant in their note taking - With some adult support, children begin to use their notes to support presentations and debates.	Research - Make notes from several sources to gather information. - Using shared thinking and with continued support, children begin to make choices about the most efficient techniques to use to make notes. - Using shared thinking, children begin to identify themes and devise key questions to research. - Use shared thinking to recall and develop skills which will enable children to refine notes and disregard unreliable information. With continued support, children begin to make choices about what is opinion and what is fact, and which pieces of information are irrelevant in their note taking - With some adult support, children begin to use their notes to support presentations and debates.	Research - Make notes from several sources to gather information. - Children independently make choices about the most efficient techniques to make notes. - Children independently devise key questions and identify themes to research e.g. racism, slavery - Children refine notes by disregarding unreliable information e.g. when researching penguins in Antarctica, disregarding information based on opinions or facts/ that don’t correlate with the bulk of the research - Children refine their notes by disregarding unreliable information, independently identifying fact from opinion. They disregard information that is irrelevant and that doesn’t correlate with the bulk of their research. - Children use their notes to support presentations and debates	Research - Make notes from several sources to gather information. - Children independently make choices about the most efficient techniques to make notes. - Children independently devise key questions and identify themes to research e.g. racism, slavery - Children refine notes by disregarding unreliable information e.g. when researching penguins in Antarctica, disregarding information based on opinions or facts/ that don’t correlate with the bulk of the research - Children refine their notes by disregarding unreliable information, independently identifying fact from opinion. They disregard information that is irrelevant and that doesn’t correlate with the bulk of their research. - Children use their notes to support presentations and debates	Research - Make notes from several sources to gather information. - Make choices about the most efficient techniques to make notes - Independently devise key questions and identify themes to research e.g. racism, slavery - Refine notes by disregarding unreliable information e.g. when researching penguins in Antarctica, disregarding information based on opinions or facts/ that don’t correlate with the bulk of the research - Using notes to support presentations and debates