

Guided Reading

Year 6 Autumn Term A

Week 1 Short Week	Week 2 11+ Week	Week 3 Assessment Week	Week 4	Week 5	Week 6	Week 7
	Text: Narrative War Game (Book / Video)		Text: Letter Letter from the Trenches	Text: Poetry In Flanders Fields (Poem)	Text: Character description Treasure Island (extract)	Text: Narrative The Jewel of Bemgal (Pirates ‘n’ Pistols)
	Key Focus Skill: Retrieving information and inferring from a animated story		Key focus Skill: Identifying key skills required in reading	Key Focus Skill: Evaluating how authors use figurative language	Key Focus Skill: To work out the meaning of unfamiliar language	Key focus Skill: To explore author’s story-telling techniques
	Links: English (Recount); History (WW1)		Links: English (Letters); History (WW1)	Links: English (Poetry); History (WW1)	Links: English (narrative)	Links: English (Pirates)
	Vocabulary:		Vocabulary: Reserve Trench Firing line Guttering Cordite Incessant Din Medley Beachcomber Paperback procure	Vocabulary: poppies crosses larks scarce amid dawn quarrel foe faith	Vocabulary: sea-chest hand-barrow tarry pigtail sabre livid white capstan bars handspike connoisseur cove situated grog / grog-shop berth	Vocabulary strait taut mangrove cargo illuminating ventured awestruck priceless dense sun-blistered portholes ascent urgently expelling musty
End Points - By the end of Year 6, pupils are expected to: Read age-appropriate books with confidence and fluency (including whole novels) Read aloud with intonation that shows understanding Work out the meaning of words from the context. Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence Retrieve and record information from non-fiction Summarise main ideas, identifying key details and using quotations for illustration Evaluate how authors use language, including figurative language, considering the impact on the reader						Half Term Reading Skill Focus: Predictions

Guided Reading

Year 6 Autumn Term B

Week 1 (8)	Week 2 (9)	Week 3 (10)	Week 4 (11)	Week 5 (12)	Week 6 (13)	Week 7 (14)
Text: Narrative Pirates! By Celia Rees (Extract)	Text: Newspaper Report Heinous Heist Rocks City (Grammarsaurus)	Text: Information Text Ordnance survey maps (Ninja comp orange)	Text: Non-chronological report Trench Warfare (Grammarsaurus)	Text: Explanation How is blood pumped around the body? (Grammarsaurus)	Text: Information Text The Circulatory System (Ninja orange 9-10)	Text: Narrative Ebenezer Scrooge (Extract)
Key Focus Skill: To draw inferences based on a recounted story	Key focus Skill: To identify journalistic language	Key Focus Skill: Retrieve information	Key focus Skills: To work out the meaning of topic-specific vocabulary	Key Focus Skill: To summarise a process	Key Focus Skill: To describe the differences between different types of non-fiction texts	Key Focus Skill: To compare and contrasts different versions of the same text
Links: English (narrative)	Links: English (Pirates and newspaper recounts)	Links: Geography (Mapping the world)	Links: History (WW1)	Links: English (Explanation); Science (Circulatory System)	Links: English (Explanation); Science (Circulatory System)	Links: English (narrative); seasonal (Christmas)
Vocabulary: roving scudding apprehension consulted glimpse gorge averted	Vocabulary meticulously approximately outrageous opportunistic dough crowbar camouflage counselling post-traumatic prank volatile culprits deter urging	Vocabulary: government military rebellion troops significant tirelessly innovative batteries vital artillery contour orienteering	Vocabulary signature occurred counter-attack peaked infantry obtain shrapnel obvious bleak malnourished insufficient unsanitary tedious bombardment shell shock barbed wire artillery squalid stalemate prolonging	Vocabulary: <i>(technical vocab)</i> harmoniously vital component excessive circulate valves muscles rhythm immediately detect	Vocabulary: <i>(technical vocab)</i> complex contracts / contractions deposits network decreasing/increasing astonishingly entirely consume plug vital	Vocabulary: altered versatile cuisine frock embarrassed trustworthy liberty-taking
End Points - By the end of Year 6, pupils are expected to: Read age-appropriate books with confidence and fluency (including whole novels) Read aloud with intonation that shows understanding Work out the meaning of words from the context. Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence Retrieve and record information from non-fiction Summarise main ideas, identifying key details and using quotations for illustration Evaluate how authors use language, including figurative language, considering the impact on the reader						Half Term Reading Skill Focus: To summarise

Guided Reading

Year 6 Spring Term A

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 Assessment Week?
Text: Narrative Lowood School (Extract from Jane Eyre)	Text: Narrative / Autobiography Captain Hardcastle (Extract from Boy)	Text: Narrative Dotheboys Hall (Extract of Nicholas Nickleby)	Text: Balanced Discussion Is 2030 soon enough to become carbon neutral? (Grammarsaurus)	Text: Information Text Fair Trade (Vocabulary Ninja Orange)	Text: Persuasive Letter Stop single-use plastic! (Grammarsaurus)
Key Focus Skill: Working out the meaning of words from the context	Key focus skill: To draw inferences and justify with evidence	Key Focus Skill: Working out the meaning of words from the context	Key Focus Skill: To identify the effect language has on a reader	Key Focus Skill: To summarise main ideas	Key Focus Skill: To identify persuasive language
Links: English (Historical Recount)	Links: English (Historical recount)	Links: English (Historical Recount)	Links: English (Balanced Discussions); Geography (Global Challenges)	Links: English (Balanced Discussions); Geography (Global Challenges)	Links: English (Balanced Discussions); Geography (Global Challenges)
Vocabulary: (language-heavy) irksome flayed harassed exposed trifles plaid impassable precept insufficient stalwart chilblains dejected endured solace scanty ration invalid hebdomadal famished Sabbath coax moiety menace bounteous exigency invariably dreary obliged penurious	Vocabulary: baize sacred precincts nib officer cane lacerated excruciating executioner satisfaction	Vocabulary: scrawniest / scrawny stooped vacant brimstone treacle brew schoolmaster draughty dormitory huddled	Vocabulary: carbon dioxide net zero fossil fuels emissions atmosphere ambitious catastrophic methane concentrations compulsory	Vocabulary: fair trade discrimination ensuring developing country exploit priorities profitable equator livelihoods	Vocabulary: single-use communicate dramatically littering detrimental impact marine suffocated non-biodegradable vulnerable landfill millennium microscopic financial
End Points - By the end of Year 6, pupils are expected to: Read age-appropriate books with confidence and fluency (including whole novels) Read aloud with intonation that shows understanding Work out the meaning of words from the context. Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence Retrieve and record information from non-fiction Summarise main ideas, identifying key details and using quotations for illustration Evaluate how authors use language, including figurative language, considering the impact on the reader					Half Term Reading Skill Focus: Sequencing

Guided Reading

Year 6 Spring Term B

Week 1 (7)	Week 2 (8)	Week 3 (9)	Week 4 (10)	Week 5 (11)	Week 6 (12)
WW2 narrative diary Surviving the Blitz (Grammarsaurus)	Narrative: The Piano (Video / Text Grammarsaurus)	WW2 narrative diary Anne Frank’s Diary (Extract / Grammarsaurus)	Non-chronological report Winston Churchill (Grammarsaurus)	Biographies ww2 Josephine Baker (Heroes of WW2)	Text: Narrative Description Call of the Wild (extract)
Key Focus Skill: To draw inferences about a character, justifying with evidence	Key Focus Skill: To evaluate how the author uses language to impact the reader	Key focus Skill: To summarise main ideas	Key Focus Skill: To retrieve and record information from non-fiction	Key focus Skill: To justify ideas with evidence from the text	Key Focus Skill: To draw inferences about a creature
Links: History (WW2); English (GnMT)	Links: History (WW2); English (GnMT)	Links: History (WW2); English (biographies)	Links: History (WW2); English (biographies)	Links: History (WW2); English (biographies)	Links: English (Description)
Vocabulary: exaggerating ordeal typical delectable naïve rationing luxury frustration chums bitter peculiar ‘in vain’ cramped detonated succession numb existence emerged first-hand devastation Luftwaffe blackout	Vocabulary: forlornly ebony and ivory somberly melodic invokes nostalgia blissful etched willful clammers weathered hypnotic nestles synchronisation serenity scarred midst atrocities brimming comrade fate crumple jerked melancholy optimism fumbles stallion contentment hobby horse	Vocabulary: dismal acquaintance despicable barbaric frequency dignity callous prejudices innocent atrocities revoke	Vocabulary: inspirational conservative government aristocratic militarism journalist parliament campaign criticised controversy resign	Vocabulary: Allied rely racism home country resistance military posed charming flirted contributions honours	Vocabulary: demesne dignity vast sated resided aristocrat recesses egotistical yelped insular legion pampered realm tonic ramble preserver paddock imperiously inseparable
End Points - By the end of Year 6, pupils are expected to: Read age-appropriate books with confidence and fluency (including whole novels) Read aloud with intonation that shows understanding Work out the meaning of words from the context. Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence Retrieve and record information from non-fiction Summarise main ideas, identifying key details and using quotations for illustration Evaluate how authors use language, including figurative language, considering the impact on the reader					Half Term Reading Skill Focus: True / False; Fact / Opinion; Cause / Effect

Guided Reading

Year 6 Summer Term A

Week 1	Week 2	Week 3	Week 4	Week 5 SATS week	Week 6
Text: Narrative Description Bullseye—Oliver Twist (extract)	Text: Reading Paper practise	Text: Reading Paper practise	Text: Reading Paper practise		Text: Instructions How to Survive a Zombie Attach (Grammarsaurus Book)
Key Focus Skill: To compare descriptions of creatures in different texts	Key Focus Skill: Reading and understanding poetry	Key Focus Skill: Reading and understanding poetry	Key Focus Skill: Reading and understanding poetry		Key Focus Skill: Identifying cohesion within a text
Links: English (Description)	Links: SATs	Links: SATs	Links: SATs		Links: English (Instructions)
Vocabulary: obscure pewter warmint wrought derivable allay infuriated blasphemed quarrel fiercely	CGP Papers	CGP Papers	CGP Papers		Vocabulary: outbreak fortunately variety sawmill necessary spiral nimble dumb thoroughly fragile decent
End Points - By the end of Year 6, pupils are expected to: Read age-appropriate books with confidence and fluency (including whole novels) Read aloud with intonation that shows understanding Work out the meaning of words from the context. Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence Retrieve and record information from non-fiction Summarise main ideas, identifying key details and using quotations for illustration Evaluate how authors use language, including figurative language, considering the impact on the reader					Half Term Reading Skill Focus: Author Intent

Guided Reading

Year 6 Summer Term B

Week 1 (7)	Week 2 (8)	Week 3 (9)	Week 4 (10) PGL Week	Week 5 (11)	Week 6 (12) Production	Week 7 (13) Last week of school
Text: Poetry Siren Song (Ninja comp. peach 9-10)	Text: Information The Twelve Labours of Heracles (Mythologica Book)	Text: Narrative (myth) The Spinning Contest (Myths and Legends Book)		Text: Playscript TO BE PURCHASED	Text: Advice Poster Get Set for Secondary School	
Key Focus Skill: To interpret a story within a poem	Key Focus Skill: To retrieve key information from a text	Key Focus Skill: To make predictions, justifying with evidence		Key Focus Skill: Reading texts that are structured in different ways for different purposes	Key Focus Skill: Participate in discussions about texts	
Links: English (Poetry); History (Ancient Greeks)	Links: English (Myths); History (Ancient Greeks)	Links: English (Myths); History (Ancient Greeks)		Links: Year 6 Production;	Links: Year 6 Transition	
Vocabulary: siren luring enchanted rapture hesitantly outcrop raged beseeched hailing hubbub rills	Vocabulary: labour impenetrable sprouting hind savage divert mares venom insisted serpent girdle immortality	Vocabulary: decrepit inauspicious conjuror endowed humility regardless divine gnarled crone senile radiant indignant insolence		Vocabulary:	Vocabulary: independence organised layout timetable equipment anxious embrace opportunities kindness empathy energised	
End Points - By the end of Year 6, pupils are expected to: Read age-appropriate books with confidence and fluency (including whole novels) Read aloud with intonation that shows understanding Work out the meaning of words from the context. Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence Retrieve and record information from non-fiction Summarise main ideas, identifying key details and using quotations for illustration Evaluate how authors use language, including figurative language, considering the impact on the reader						Half Term Reading Skill Focus: Explanation