

Reading: Literacy Leaf

Text: The Tiger Rising by Kate DiCamillo

Context and Outcome:

This is a Literary Leaf for Tiger Rising by Kate DiCamillo and the poem The Tyger by William Blake which children use to compare the language used around tigers. Children explore language - literal and figurative - within the text and explore how to infer deeply around a character's intentions. They plot the main character's journey through exploring his emotions and weigh up decisions he is faced with along the way. The series of lessons ends with children studying the 'shape' of the story and considering the literary themes covered.

National Curriculum comprehension coverage

Pupils should be taught to:

Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- reading books that are structured in different ways and reading for a range of purposes

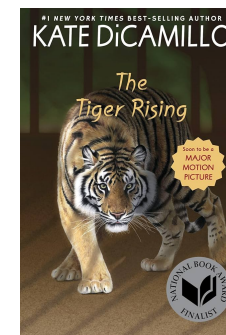
Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

Provide reasoned justifications for their views



Content domain coverage

All domains are covered in this unit

2a	2b	2c	2d	2e	2f	2g	2h
Give/explain the meaning of words in context	Retrieve and record information /identify key details from fiction and non-fiction	Summarise main ideas from more than one paragraph	Make inferences from the text/explain and justify inferences with evidence form the text	Predict what might happen from details stated and implied	Identify /explain how information / narrative content is related and contributes to meaning as whole	Identify/ explain how meaning is enhanced through choice of words and phrases	Make comparisons within the text

Reading: Literacy Leaf

Text: Malala: My story of standing up for girls' rights by Malala Yousafzai

Context and Outcome:

This is a Literary Leaf for Malala: My story of standing up for girls' rights which covers all aspects of the Upper Key Stage 2 content domains. Children will learn about Malala's family history in Pakistan and use inference and comparison to understand her beliefs and motivations, as well the emotions she and members of her family experienced as the story unfolds. There will be opportunities to explore the meaning of new words in context and children will compare aspects of Malala's life and the history of her country as the story progresses. Finally, children will examine the legacy of Malala's story as a whole and the messages they will take with them after reading.

National Curriculum comprehension coverage

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- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
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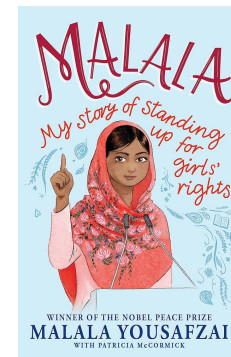
Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Retrieve, record and present information from non-fiction

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

Provide reasoned justifications for their views



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Reading Literacy Leaf

Text: Darwin's Voyage of Discovery by Jake Williams

Context and Outcome:

This is a Literary Leaf for Darwin's Voyage of Discovery by Jake Williams where children learn about the voyage that Darwin took on the HMS Beagle in chronological order, identifying on the way how he sorted and classified information so they can do the same! Children retrieve information as we journey through the text and identify any vocabulary and terminology associated with classification, evolution and discovery so that they can eventually create a glossary for the book.

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- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
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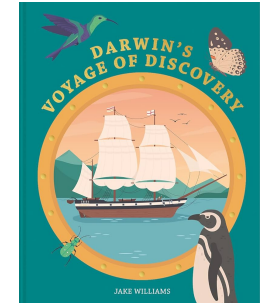
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Retrieve, record and present information from non-fiction

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

Provide reasoned justifications for their views



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Reading

Text: A range of high quality texts

Context and Outcome: Year 6 will be engaging in a carefully planned reading curriculum that both prepares them for the SATs and continues to develop their reading skills. Through a range of high-quality texts, guided discussions, and targeted comprehension work, pupils will deepen their understanding of language, inference, and authorial intent, all while building the skills and confidence needed for the reading assessment.

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- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
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- identifying how language, structure and presentation contribute to meaning

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Distinguish between statements of fact and opinion

Retrieve, record and present information from non-fiction

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

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Reading:

Text: Manchester LA Transition Novel

Context and Outcome: The Read Manchester transition read project gives pupils a shared experience when they start secondary school. This Transition Read programme is delivered by Manchester City Council and Read Manchester in partnership with local schools. Reading the same book and taking part in lessons and activities themed around Quiet Storm offers pupils a shared experience when they start high school, irrespective of which primary school they attend.

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