

St James' C of E Academy Reading Coverage Year 6

'Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.' Ofsted 2019

This cohort reading coverage forms part of the St James' Reading Progression Plan.

It shows the books chosen to develop a love of reading, encouraging children to read age-appropriate books with confidence and fluency whilst demonstrating understanding of texts through inference, prediction, clarifying, questioning and summarising.

This shows details of books to cover six aspects of reading: Reading for pleasure, Reading aloud to children, independent reading and home/school reading, Guided reading, Shared reading as part of teaching sequence, Core reading texts to support learning across the curriculum.

It suggests a range of genres to ensure pupils are introduced to a broad selection of high-quality fiction, poetry and non-fiction (beyond the confines of topics being taught).


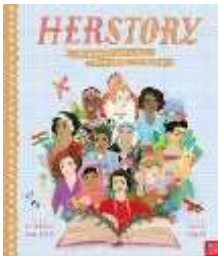

Coverage includes a number of books developing empathy, exploring a range of issues which may introduce pupils to different experiences in a safe way.

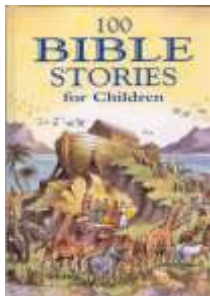
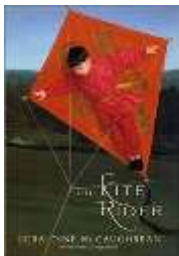
Reading for pleasure


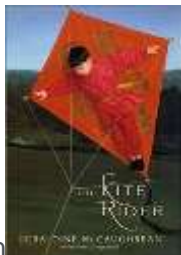
Intent	Create a reading culture where children are exposed to a range of high-quality texts in a variety of contexts and have opportunities to browse literature, as well as structured reading activities. To build preferences in reading and to choose to read. To recognise authors and styles of reading that individuals enjoy. Engage in book discussion in a range of contexts, alongside both adults and peers. Share and recommending a range of books.
Implementation	All reading contexts contribute to developing reading for pleasure. STAR (sit together and read) reading session at least once a week.






Reading aloud to children

Intent	Exposing children to challenging and archaic texts, e.g., language, themes
Implementation	Exposure to quality books for a minimum of ten minutes every day. Development of a reading spine (to be added to as year progresses).

<p>Core Texts:</p> <p>Genres:</p> <ul style="list-style-type: none"> Historical fiction Imaginary Worlds Thrills & Chills People and Places Different cultures Classic stories Archaic language Literary heritage Poetry Empathy Significant author Non-fiction 	Autumn 1: Mortal Engines – Philip Reeve
	Autumn 2: Machine Gunners – Robert Westall
	 <p>Spring 1: SeaBean – Sarah Holding</p>
	 <p>Herstory - Katherine Halligan and Sarah Walsh</p>  <p>100 best poems – Rodger McGough</p>

	 <p>Children's bible stories</p>
	 <p>Spring 2: The Kite Rider - Geraldine McCaughrean</p>
	Summer1:
	Summer 2:
Independent reading and home/school reading	
Intent	Reading age appropriate books, including whole novels. Widening the range and challenge of books they read, including texts from a wider literary heritage.
Implementation	Pupils taught how to choose books thoughtfully, encouraging them to select from an age-appropriate range. Teachers monitor range and genre of books through reading records, also through opportunities to share and recommend books to others. Opportunity to take home a library book to share for pleasure in addition to personal reading book.
Whole Class Reading- Destination Reader	
Intent	To teach the comprehension and decoding skills required to achieve age related expectations (as detailed in National Curriculum)

	Also to extend vocabulary
Implementation	<p>Daily 30 minute Destination Reader reading sessions: teacher working with at least one group per day to extend comprehension through inference, prediction, clarifying, questioning and summarising -pupils grouped by need rather than ability</p> <p>An increasing expectation of written recording of understanding through KS2</p>
Core Texts:	Autumn 1: Mortal Engines – Philip Reeve
	Autumn 2: Machine Gunners – Robert Westall, WW2 based fiction – Once, Goodnight Mr Tom,
	 <p>Spring 1: SeaBean – Sarah Holding</p>
	 <p>Spring 2 : The Kite Rider - Geraldine McCaughrean</p>
	Summer 1:
	Summer 2 :
Shared reading as part of teaching sequence	

Intent	Exposing children to a high-quality text model in a variety of text types, as models for writing at a higher level than all children could access independently					
Implementation	First week of each teaching sequence: sharing the text, providing opportunities to respond to the text, provide opportunities to map and learn the text, exploring text structure, summarise text features (reading objectives identified on sequence planning)					
	Autumn 1- Fantasy  Mortal Engines - Philip Reeve	Autumn 2- WW2  Machine Gunners – Robert Westall  Once – Morris Gleitzman WWII - poetry	Spring 1 SeaBean – Sarah Holding 	Spring 2 The Kite Rider - Geraldine McCaughrean 	Summer 1	Summer 2
Core reading texts to support reading to learn across the curriculum						
Intent	The skills of information retrieval should be applied in reading textbooks from across the curriculum and in contexts where pupils are genuinely motivated to find out information.					
Implementation	Texts used as shared readers to link with topics across the curriculum, as introduction to a topic or to extend knowledge and understanding.					

Assessment

Assessment Evidence in order to assess impact	Observations of reading behaviour & talking to pupils Home reading records/ DR Reading Album Target Tracker Verbal and written book reviews & recommendations Written responses to reading activities becoming more detailed and demonstrating progression in reading skills
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