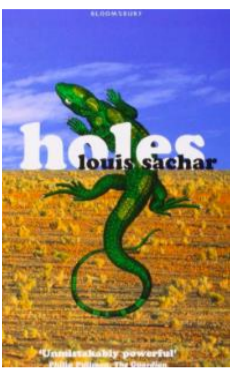

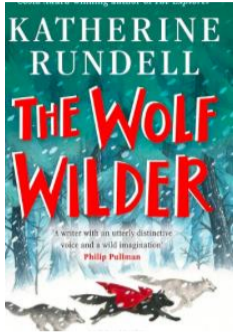
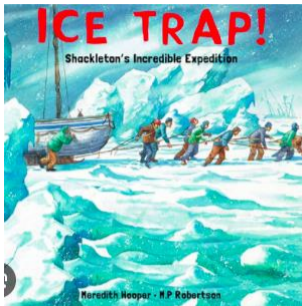
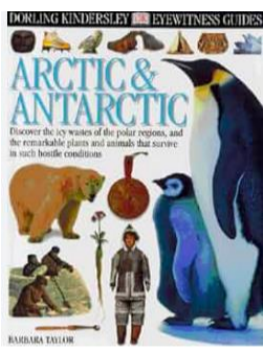
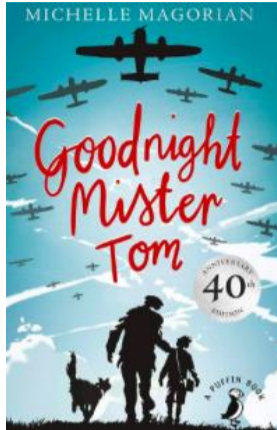
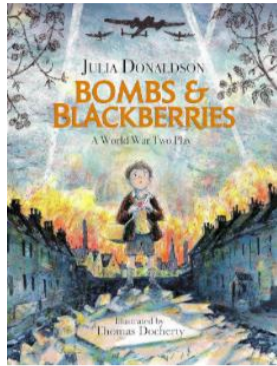
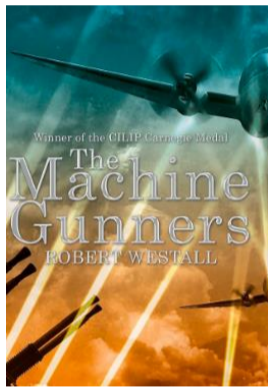


# Granby Junior School Reading on a Page – Y6



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reading texts studied</b>					
<p><b>Holes</b></p>  <p>Louis Sachar (1998) Mystery fiction</p>	<p><b>Street Child</b></p>  <p>Berlie Doherty (1993) Historical fiction</p>	<p><b>The Wolf Wilder</b></p>  <p>Katherine Rundell (2015) adventure fiction</p>	<p><b>Ice Trap</b></p>  <p>Meredith Hooper (2000) Picture book</p> <p><b>DK Arctic and Antarctic</b></p>  <p>Barbara Taylor (2012) non-fiction.</p>	<p><b>Goodnight Mr Tom</b></p>  <p>Michelle Magorian (1981) historical novel</p>	<p><b>Bombs and Blackberries</b></p>  <p>Julia Donaldson (2003) Playscript)</p> <p><b>The Machine Gunners</b></p>  <p>Robert Westall (1974) Historical narrative</p>
<b>Use of extracts and additional texts</b>					
<p>The Chocolate Tree - (F) I don't like poetry (P)</p>	<p>Women in Science Oliver Twist Fair's Fair -  Extract – Katherine Johnson Young, Gifted and Black (Simone Biles) Engineers (Brunel/Telford)</p>	<p>Wolf Wilder by Katherine Rundell  Scott of the Antarctic (NF)  The Wild Animals of the North</p>	<p>Wolf Wilder by Katherine Rundell  Arctic and Antarctic (NF) Story of the Titanic (NF) The Last Bear</p>	<p>Carrie's War (F) Rose Blanche (F) WW1 Poetry</p>	<p>Charles Darwin's adventure around the world</p>
<b>Knowledge, skills and content</b>				<b>Key Vocabulary</b>	
<p><b>General</b> To know the differences between <b>text types</b> To know how to ask questions to help clarify understanding of vocabulary</p> <p><b>Fiction</b> To know how to <b>analyse</b> how a particular <b>sentence, chapter, scene, or stanza</b> fits into the overall structure of a text and contributes to the development of the <b>theme, setting, or plot</b> To be able to justify <b>inferences</b> backed by a range of types of evidence from across the text To know how to <b>infer</b> and <b>compare</b> different <b>characters' thoughts, feelings</b> and <b>motives</b> at the same points in a story To know how to <b>infer, comment on</b> and <b>make links</b> between the <b>cause and effects</b> of <b>events</b> and <b>actions</b> To know how to make <b>predictions</b> about <b>characters, plots</b> and <b>themes</b> of stories based upon knowledge of <b>fiction genres</b> and other books by the same author To know how to make <b>predictions</b> using evidence stated and implied To know what <b>purposeful</b> information is To know words and phrases that create a particular <b>mood, feeling</b> or <b>attitude including figurative language</b></p> <p><b>Non-Fiction</b> To know how to use knowledge of texts to <b>retrieve, record</b> and <b>discuss purposeful</b> information from non-fiction texts To know what a <b>formal presentation</b> is To know how to plan and prepare a formal presentation</p> <p><b>Poetry</b> To know how to <b>analyse</b> how a particular <b>sentence, chapter, scene, or stanza</b> fits into the overall structure of a text and contributes to the development of the <b>theme, setting, or plot</b></p>				<p>Genres: Adventure stories Historical fiction Non-fiction Playscript</p> <p>Text related terms: fiction, non-fiction, poetry, alliteration, repetition, simile, picture/photograph caption text plot narrative arc character</p> <p>Common organisers: chapter, headings/subheadngs bullet points index glossary paragraph, blurb, contents page verse stage directions</p> <p>Style/perspective: 3<sup>rd</sup> person narrative Historical dialect/language</p>	
				<p><b>Opportunities for Writing</b></p> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Description</li> <li>• Diary writing</li> <li>• Letter writing</li> <li>• Instructional writing</li> <li>• Non-chronolgocal reports</li> <li>• Newspaper writing</li> <li>• poetry</li> </ul>	

# Granby Junior School Reading on a Page – Y6



## Reading for pleasure- To be added to throughout the year

<p><b>Adult choices</b>          Holes          The Rain Player          Oliver Twist          Victorian Horror Stories          The Wolf Wilder (F)          Race to the Frozen North          Poems from WW1 and WW2          Good Night Mr Tom          Moth</p>	<p><b>Child choices</b>          Henry 'Box' Brown          Hidden Figures          Young, Gifted and Black          Look up!          The Secret Diary of Jane Pinny          The Royal Rebel          The Last Bear          The last Whale          Finding Bear          The Titanic Detective Agency          D-Day Dog          Letters from the Lighthouse          Mohinder's War          Arctic Star          Cuckoo Summer          Darwin's Dragons          Blitzed</p>	<p><b>Primary Reason</b> - To listen, engage and enjoy being read to.</p> <p><b>Optional</b> – These books <b>could</b> be referred to if they link with reading/writing work being done EG: they are the same genre, they have a similar character. This <i>may</i> help some children to make links in their learning.</p>
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## Writing linking to guided reading texts

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Letter from Stanley to Home</p>	<p>Narrative – historical fiction the story of Jim Jarvis</p> <p>Persuasive writing: What was it like to be in Victorian schools compared to modern schools?</p> <p>Biography – Ada Lovelace</p>	<p>Diary writing linked to Ice Trap – Shackleton's diary</p> <p>Non-chronological report on the Arctic and Antarctic</p>	<p>Narrative – Wolf Wilder</p>	<p>Evacuee letters</p>	<p>Narrative – The Machine Gunners – Chas' adventure</p>