

Year 6 Guided Reading Medium Term Plan Monday Language Focus **Year 2 SPAG**

Terminology **Year 3 SPAG Terminology** **Y4 Spag Terminology** **Y5 SPAG Terminology**

Weekly Objectives

Match meanings to definitions (Speed words)

Main Objectives	Definitions	Steps to Success
<p>Clarification: Solving Unknown Words Substituting words</p> <p>NB: Work may be required on identifying word class prior to teaching substitution if this skill is not secure. Refer to steps to success on Y4 MTP.</p>	<p>Substitute/substituting Swapping an unfamiliar word for one of the same word class to gain meaning. 'Swapping'</p>	<ol style="list-style-type: none"> 1. Read the sentence with the unfamiliar word in. 2. Work out what kind of word it is (noun, adjectives, verb, adverb) What is its job in the sentence? 3. Substitute the word with another of the same word type. 4. Check the sentence makes sense.
<p>Clarification: Solving Unknown Words Reading around the word</p>	<p>Substitute/substituting Swapping an unfamiliar word for one of the same word class to gain meaning. 'Swapping'</p>	<ol style="list-style-type: none"> 1. Read the sentence with the tricky word in it. 3. Identify the word class of the tricky word. 4. Read the sentence before the one with the tricky word. Does this help? 5. Read the sentence after the one with the tricky word in it. Does this help? If not, read a little further before and after. 6. Substitute the word with another of the same word type. 7. Check the sentence makes sense.
<p>Clarification: Solving Unknown Words</p> <ul style="list-style-type: none"> • Pronouncing words • Using picture clues 		<p>Pronouncing words</p> <ul style="list-style-type: none"> -Look for special friends -Blend the sounds together -Read in syllables -Look at root endings (suffixes) <p>Using picture clues</p> <ol style="list-style-type: none"> 1. Study the picture 2. Read the sentence with the tricky word. 3. Look for clues in the picture to help.

<p>Solve unknown words by: Using synonyms and antonyms to find meaning.</p>	<p>Synonym Words which have the same or very similar meanings. Used in writing to avoid repetition and increase variety in word choice.</p> <p>Antonyms Word which have opposite meanings.</p>	<p>Using synonyms to find the meaning of unfamiliar words</p> <ol style="list-style-type: none">1. Read the sentence and highlight the unfamiliar word.2. Look for any words which signal that a synonym has been used e.g. and, similarly, likewise3. Find the synonym of the unfamiliar word.4. Think about synonyms for the unfamiliar word.5. Substitute a synonym for the unfamiliar word.6. Check that the sentence now makes sense. <p>Using antonyms to find the meaning of unfamiliar words</p> <ol style="list-style-type: none">1. Read the sentence and highlight the unfamiliar word.2. Look for any words which signal that an antonym has been used e.g. but, while, however, yet3. Find the antonym of the unfamiliar word.4. Think about antonyms for the unfamiliar word.5. Substitute an antonym for the unfamiliar word.6. Check that the sentence now makes sense.
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Year 6 Guided Reading Medium Term Plan Tuesday Reciprocal Reading Focus

Weekly Objectives

Main Objectives	Definitions	Steps to Success
<p>Improve understanding of the text by Reciprocal reading: Prediction (fiction and non-fiction)</p> <p>Skim non-fiction texts in a short time to gain an idea of the meaning (without reading the whole text).</p>	<p>Skimming - Reading something quickly to get an idea of the main points. Title – The name of something, usually found at the top/front Subheading – A title given to part of a piece of writing. Tells the reader what they are about to read about. Caption – A title or short explanation which goes with a photograph or illustration. Prediction – A sensible guess about what a text will be about or what might happen next based on evidence from a text, picture, prior knowledge or personal experience.</p> <p>Sentence stems for making predictions:</p> <p>I think ... because ...</p> <p>I'll bet ... because ...</p> <p>I wonder if ... because ...</p> <p>I imagine ... because ...</p> <p>I suppose ... because ...</p> <p>I predict ... because ...</p> <p>I think I will learn ... because ...</p> <p>I think ... will happen because ...</p>	<p>Fiction</p> <ol style="list-style-type: none"> Look at cover art, title, author, and illustrations. Flip through the text to look at any pictures. Think about text structure, setting, characters, problem, characters' feelings and motives, events, and theme. Think about whether the author's purpose is to entertain, inform, or persuade. Return to predictions both during and after reading to confirm or revise them. Use the sentence starter, "I think this is about ___ because ___" or "I think will happen because ___." <p>Non-Fiction</p> <ol style="list-style-type: none"> Skim read/look at the.. -Title -Subheadings -Pictures and captions Think about what you have read. What is it telling you? Use all the information gathered to make your prediction Use a sentence stem to form your prediction
<p>Improve understanding of the text by Reciprocal reading: Clarifying (fiction and non-fiction)</p>	<p>WORD CLASS The group a word belongs to. Tells you the job of the word when in a sentence.</p> <p>VERB Express action (doing something), state of being (feeling something) or an occurrence (something happening)</p>	<ol style="list-style-type: none"> Read through text 'in your head'. Highlight words/phrases that you do not know the meaning of. If you are not sure if you know the word or not, Think: Can you explain the meaning of these words clearly to someone else? If the answer is no, highlight the word. <p>Then, as per Autumn 1</p>

	<p>NOUN Describes a person, place or thing. Proper nouns name a particular person, place or thing.</p> <p>ADJECTIVE Describes a noun or a pronoun.</p> <p>ADVERB Modifies verbs, adjectives and other adverbs. Answer how, when, where, why, how often or how much.</p> <p>SUBSTITUTION Swap</p> <p>CLARIFY To make something easier to understand.</p>	
<p>Improve understanding of the text by Reciprocal reading: Questioning (fiction and non-fiction)</p>		<p>Fiction</p> <ol style="list-style-type: none"> 1) Ask, "I wonder" questions before reading and while looking at the cover, title, and text. Base these "wonderings" on the art and by skimming the text. 2) Ask questions about the setting, characters, problem, events, resolution, and theme. 3) Ask questions about the author's choices in vocabulary and story line. <p>Non-fiction</p> <ol style="list-style-type: none"> 1) Ask questions before reading and while previewing the cover, title, and text. Base these "wonderings" on the art and by skimming the text. 2) Use text features (e.g., headings, maps, tables, charts, photos) to formulate questions. 3) Ask questions about the main idea and details. 4) Ask questions about the author's choice of vocabulary, text features, or ideas. 5) Ask text-dependent questions about choices the author made, such as "What examples does the author include?" and "How does the heading/map/etc. help you understand ...?"
<p>Improve understanding of the text by Reciprocal reading: Summarising a chunk of text (fiction and non-fiction) COMPLETE AFTER SUMMERISING UNIT</p>	<p>SUMMARY A short explanation of the main points.</p>	<ol style="list-style-type: none"> 1. Break up the text into manageable chunks. E.g paragraphs if it is a narrative, sections if it is a non-fiction text. 2. Draw a story map of the sentences to aid understanding. 3. Think: What is the job of this section? 4. Find the topic sentence. What does it tell you?

		<p>5. Highlight important information. Refer to title/subheading to guide you in what to highlight.</p> <p>6. Write 20 words or less to summarise these main points. Use your own connectives and joining words (but keep these to a minimum).</p> <p>7. Not all highlighted parts need to be used. Paraphrase and group words to keep word count to a minimum.</p>
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Year 6 Guided Reading Medium Term Plan Wednesday Summarising Focus

Weekly Objectives

Main Objectives	Definitions	Steps to Success
<p>Summarise: Summarise a group of paragraphs into a single phrase.</p>	<p>SUMMARY A short explanation of the main points.</p> <p>PARAPHRASE Rewording something that is written or spoken using different words. Often to achieve greater clarity.</p> <p>PHRASE A group of words that work together to make meaning but is not a complete sentence. A phrase does not have both a verb and an object.</p>	<ol style="list-style-type: none"> Break up the text into manageable chunks. E.g paragraphs if it is a narrative, sections if it is a non-fiction text. Draw a story map of the sentences to aid understanding. Think: What is the job of this section? Find the topic sentence. What does it tell you? Highlight important information. Refer to title/subheading to guide you in what to highlight. Write a phrase to summarise these main points. Not all highlighted parts need to be used. Paraphrase and group words to keep word count to a minimum.
<p>Summarise and clarify: Box up a passage.</p>	<p>BOX UP The underlying structure of a text.</p>	<p>Fiction (looking for a pattern that might be innovated upon so children can all write their own versions)</p> <ol style="list-style-type: none"> Read the WAGOLL. Break the text up into sections/paragraphs. Think in terms of O, BU, P, R and E. Think about what each section is about. What is it's purpose? Think in general terms, not specifically about this text e.g. in the text the MC falls down a well. In the box up, MC becomes trapped. Refer to the main character as the MC. Fill in box up grid. <p>Non-Fiction</p> <ol style="list-style-type: none"> Read the WAGOLL. Read the subheadings. Use subheadings to guide how to break up the text into sections. Think about what each section is about. Fill in the box up grid using general terms.
<p>Summarise and clarify: Summarise non-fiction in graphic organisers. <i>Taught alongside Non-Fiction unit.</i></p>	<p>Graphic Organiser A visual way of presenting information gathered from reading.</p> <p>Summary A short explanation of the main points.</p>	<p>Teaching sequence:</p> <ol style="list-style-type: none"> Take each section of the GO in turn and build SC for how to find the relevant information with the children. Display on WW as an anchor chart. Fill in each section in turn, modelling how to find the key information by using the section headings to guide the search for information and the S2S. <p>For example:</p>

		Name of the person – look for the capital letters. Date of Birth – look for numbers and names of months. Profession – look for names of jobs.
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Year 6 Guided Reading Medium Term Thursday/Friday Theme and question focus

Weekly Objectives

Main Objectives	Definitions	Steps to Success
<p>Dealing with questions: Point and evidence grids. NB Depending upon the skill level of the children, this step may not be required.</p>	<p>Point A statement you are making about the text. Your answer to the question.</p> <p>Evidence Something you have taken from the text which backs up/demonstrates your point.</p>	<p>Finding evidence to back up a point:</p> <ol style="list-style-type: none"> 1. Read the question. Read the text. 2. Make your point (answer). 3. Look for things in the text which support (back up) the point being made. 4. Quote (copy) the evidence which backs up the answer. 4. Signpost evidence using 'in the text it says...'
<p>Dealing with questions: Translate words in a question into synonyms before scanning a text.</p>	<p>Synonym A word or phrase which means exactly or nearly the same as another word or phrase.</p> <p>Scan/scanning Quick reading of a text to find specific information.</p>	<ol style="list-style-type: none"> 1. Read the question. 2. Highlight the key words in the question. 3. List possible synonyms for the key word(s) highlighted. 4. Scan the text for any of the key words. 5. Close read around the part of the text where you find a synonym. 6. Use this information to answer the question.
<p>Dealing with questions: Point, evidence and explanation grids.</p>	<p>Point A statement you are making about the text. Your answer to the question.</p> <p>Evidence Something you have taken from the text which backs up/demonstrates your point.</p> <p>Explain In your own words, show how the evidence you have chosen supports the point you have made.</p>	<p>Using PEE to answer questions about a text:</p> <ol style="list-style-type: none"> 1. Read the question. Find the focus. 2. Read the text. 3. Make your point (answer). What do you think? 4. Look for things (evidence) in the text which support (back up) the point being made. 5. Quote (copy) the evidence which backs up the answer. 6. Signpost evidence using 'in the text it says...' 7. Use your own words to explain WHY the evidence you have chosen supports the point you have made.
<p>Dealing with questions: Scan texts for event-based questions, re-read the event/section, list elements of the event, use the list to answer the question.</p>	<p>Event A thing that happens or takes place.</p> <p>Scan Reading rapidly in order to find specific information.</p> <p>Skim Reading rapidly to get a general overview of the text.</p>	<ol style="list-style-type: none"> 1. Read the question. Find the focus. 2. Skim the text for the section involving the event in question. 3. Scan this section for the main events. Jot these down in order using key words. 4. Use your list to help you answer the question.
<p>Connecting sections of the text: Compare two parts of a text or two characters stating similarities and differences.</p>	<p>Inference Using clues found in a text to work out what is happening.</p>	<p>Conclusions about a character</p> <ol style="list-style-type: none"> 1. Look at what the character does. Study their body language. 2. Look at what the character says and the way they say it. 3. Study the language used to describe the character. 4. Consider what you know about people from your own experiences.

	Drawing conclusions based on all of the available evidence plus previous knowledge and experience.	5. Think! What do these things tell you about the type of character they are? Conclusions about an event 1. Collect all of the information about the event. 2. Think about character's reactions to the event. 3. What can you add from your own knowledge and experience? 3. What do these things lead you to think about what has happened?
Connecting sections of the text: Build a character/setting description or follow a theme through a text, citing examples from across the text.	Theme The writer's expression of their view of human nature and the world. The theme is not stated outright, it has to be comprehended upon reflection after reading. There can be more than one theme in a story.	As you read, make notes about the characters. Consider: -appearance -actions/behaviours -speech -reactions As you read, make notes about the setting. Consider: -descriptions -specific vocabulary choices - what is/isn't described? Why? Identifying the theme 1. Develop an understanding of the main character. What are their physical characteristics and personality traits? Is the reader supposed to identify with the MC or is the MC someone you don't want to (or shouldn't) be? 2. Identify the conflict. Is the conflict between the MC and another? Society? A force of nature? Within the MC themselves? Who or what is the MC struggling against in the story? 3. Know how the conflict is resolved. The resolution can reveal a big clue about the theme of the story. Who wins the conflict is the authors way of telling you who is better. If an evil character wins, the theme may have a negative slant. 4. Make generalisations. Consider the MC, the conflict and how it was resolved to determine the theme of the story. What did the MC learn? Generalise this lesson to apply to everyone.
Effects of language: What impression does that give? Why is that effective? Match a passage to a toolkit.	Impression An idea, feeling or opinion about something or someone. Effective Successful in producing the desired result.	What impression... 1. Consider the authors choice of language. Why have those words been used? What do these words make you think? What affect do they have on the reader? 2. Use evidence from the text to support your answer. Match the passage to the tool kit... 1. Look at the vocabulary the author has used. What deliberate choices have been made? 2. What grammatical features can you see in the passage. Why are they there? 3. Which specific language features can you find? Why have these been chosen? What is their impact on the reader? 4. Match your findings to the tool kit with the same features.
Show understanding of the text Reread a passage at least three times to focus on comprehension after decoding	Evidence Something you have taken from the text which backs up/demonstrates your point. Justify Give reasons for.	Identify theme... 1. Use images, front cover, titles in text to identify theme. 2. Look for common connections linked to a theme e.g. Farther – path lined with poppies, he wears kharki uniform.

<p>Making and justifying inferences based on evidence from the text, general knowledge and wider reading. (What makes you think that?)</p> <p>Explain how an author makes an object or character stand for a theme or idea (symbolism).</p>	<p>Symbolism An object or character represents a theme or idea, e.g. dove and peace</p>	
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