

**Text Map for Hawks Year 6**

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
Reading for Pleasure Spine (inclusive & diverse quality texts)	What Lexie Did – Emma Shevah	Anna at War – Helen Peters	Perfectly Imperfect Stories – Leo Potion	El Deafo – Cece Bell	All the Things That Could Go Wrong – Stewart Foster	Absolutely Everything! A History of Earth, Dinosaurs, Rulers, Robots and Other Thing Too Numerous to Mention – Christopher Lloyd
Reading Instruction						
Writing	There’s a Boy in the Girls’ Bathroom – Louis Sachar	Goodnight Mister Tom - Michelle Magorian	Coraline - Neil Gaiman	Macbeth – William Shakespeare, The Magic Faraway Tree- Enid Blyton, Night of the Living Dummy – R.L. Stine, El Deafo – Cece Bell, Talking Turkeys – Benjamin Zephaniah	Varmints – Helen Ward	Go Big: The Secondary School Survival Guide
Non-fiction/Topic texts	Mary Anning – Fossil Hunter and Dinosaur Expert (Brilliant Biographies of the Dead Famous – Kay Barnham	Rose Blanche – Roberto Innocenti	Middleworld – J&P Voelkel	That’s Life – Mike Barfield and Lauren Humphrey 100 Things to Know About Numbers, Computers and Coding – Various Authors		Go Big: The Secondary School Survival Guide
Poetry	Overheard in a Tower Block – Joseph Coelho	Remembrance Poetry	Blueberry Girl – Neil Gaiman	Talking Turkeys – Benjamin Zephaniah Quick, Let’s Get out of Here! – Michael Rosen Jabberwocky – Lewis Carroll	Be The Change: Poems to Help you Save the World – Liz Brownlee, Roger Stevens and Matt Goodfellow	A Kid in My Class – Rachel Rooney and Chris Riddell
De-coding & word reading <b>&gt;2000 words</b>	As for Y5, children apply their growing knowledge of root prefixes and suffixes	As for Y5, children apply their growing knowledge of root prefixes and suffixes	As for Y5, children apply their growing knowledge of root prefixes and suffixes			Children read a wide range of exception words, including the Y5-6 list and similar

		(morphology and etymology),	(morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.			words which occur in the texts they read.
Literal understanding & retrieval	During text-discussion, children can maintain focus on the subject, using notes when necessary;	independently locate information and provide reasoned justifications for their views;	routinely find accurate quotations from a whole text;	retrieve and summarise details to support opinions and predictions;	using skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood/setting	using skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood/setting/characters and to support own viewpoint.
Inferential reading skills	With confidence, fluency and independence, children - draw hidden inferences,	justifying with textual evidence, including quotations which illustrate;	make reasoned predictions from implied details;	identify and discuss themes across a wide range of texts;	summarise main ideas across whole text, note developments e.g. of a character or relationship;	make comparisons within and across texts, using evaluative skills; work out the nuanced meanings of words and phrases in context.
Response to text	With confidence and familiarity, children participate in discussion about books that are read to them and those they read independently	building on their own and others' ideas and <i>challenging others' views courteously</i> ;	discuss and evaluate how authors use language, <i>talking readily about the effect of words and phrases on the reader</i> ;	identify and talk about figurative language and its impact;	distinguish between fact and opinion; explain and discuss their understanding of what they have read,	expressing their point of view; <i>provide reasoned justification for views</i> .
Fluency and phrasing <b>150-200+ wpm</b>	learn and recite a wider range of poetry, sometimes by heart;	read aloud and perform poems showing understanding through intonation, tone and volume so that the	read aloud and perform plays showing understanding through intonation, tone and volume so that the	notice and respond to punctuation and phrasing when reading aloud;	automatically read a wide range of exception words, including the Y5-6 list and similar words which occur in texts.	Children show that they can: read age-appropriate texts fluently and with confidence;

		meaning is clear to the audience;	meaning is clear to the audience;	gain, maintain and monitor the interest of the listener;		
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