Y6 Reading Activity Grid

Year 6 reading features checklist:

- I can read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
- I can read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.
- I can recognise more complex themes in what I read (such as loss or heroism).
- I can confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for
- I can analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.
- I can draw out key information and to summarise the main ideas in a text.
- I can consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).
- I can discuss how characters change and develop through texts by drawing inferences based on indirect clues.
- I can analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.
- I can retrieve, record and present information from non-fiction texts.
- I can use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks.
- I can listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.
- I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Choose an activity from below and complete it on lined paper if possible. Remember to add the date.

Inference

Using a book read, explain how the main character felt at 5 different times through the story.

Write what has happened, how they feel and how you know.

Challenge:

What is the main theme of the book?

Research Challenge

Find out about an endangered animal. Think about:

- · Facts about the animal
- · What makes it endangered
- How people are trying to save it.



Retrieval

Using a story recently read, explain:

- Where the story took place.
- Who the characters were.
- Through whose eves the story was told.
- When the story was set and how you know.

Newsround

Read or watch Newsround. Choose an article/ story to summarise.



Daily Reading

Read at least a chapter of your book every two days and quiz on Accelerated Reader when you have finished the book.

Favourite Author

Choose a book written by your favourite author. Why do you like that author? What do they do that you find interesting?



Poetry Performance

Look through the following website or books you have at home and find your favourite poem. Learn to recite this to perform to the class when you return.

https://www.poetryfoundatio n.org/learn/children

Language Choice

Choose a setting description from a fiction book.

Draw the setting using the information you are given.

How good is the description at forming a picture in your head?

Words in Context

Use a fiction book. Find words that describe the setting.

How do these help you imagine the setting? Find words to describe a character.

How do these help you to understand how the character behaves?

Emoji Task

Read a chapter of your book in bed and retell the story using emojis (either on a tablet or hand drawn)

Summarising

Summarise the main events of a story. Choose 3 paragraphs and say what the main idea of

Retell the chapter in 10 sentences only.

each one is.

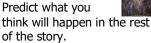
Improving Vocabulary

Find 5 words you do not fully understand in the text you are reading. Find out their meaning and put each of them into a sentence that shows you understand the meaning.

Challenge: Find an antonym for each of these words and use them in a sentence that shows you understand the meaning.

Prediction

Think about Skellig.



Design Front Cover

Before reading a new book, draw the front cover and write a prediction of what you think the book may be about. Explain why you think this.

Connection and Meaning

Why is the main character important to the story? What clues do you have about how others view this character?

Comparison

How does Michael's character compare to the character of Fliss in Room 13?

How do you think Skellig will play an important role in this story?

More reading activities can be accessed through the following websites:

http://www.bbc.co.uk/schools/websites/4 11/site/literacy.shtml

https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/

https://www.bbc.co.uk/bitesize/levels/zbr9wmn