






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 effect.
- ✓ 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.

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| <p><u>Inference</u></p> <p>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. <u>Challenge:</u> What is the main theme of the book?</p> | <p><u>Research Challenge</u></p> <p>Find out about an endangered animal. Think about:</p> <ul style="list-style-type: none"> • Facts about the animal • What makes it endangered • How people are trying to save it.  | <p><u>Retrieval</u></p> <p>Using a story recently read, explain:</p> <ul style="list-style-type: none"> • Where the story took place. • Who the characters were. • Through whose eyes the story was told. • When the story was set and how you know. | <p><u>Newsround</u></p> <p>Read or watch Newsround. Choose an article/ story to summarise.</p>  <p><u>Daily Reading</u></p> <p>Read at least a chapter of your book every two days and quiz on Accelerated Reader when you have finished the book.</p> |
| <p><u>Favourite Author</u></p> <p>Choose a book written by your favourite author. Why do you like that author? What do they do that you find interesting?</p>  | <p><u>Poetry Performance</u></p> <p>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.</p> <p>https://www.poetryfoundation.org/learn/children</p> | <p><u>Language Choice</u></p> <p>Choose a setting description from a fiction book.</p> <p>Draw the setting using the information you are given.</p> <p>How good is the description at forming a picture in your head?</p> | <p><u>Words in Context</u></p> <p>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?</p> |
| <p><u>Emoji Task</u></p> <p>Read a chapter of your book in bed and retell the story using emojis (either on a tablet or hand drawn)</p>  | <p><u>Summarising</u></p> <p>Summarise the main events of a story. Choose 3 paragraphs and say what the main idea of each one is. Retell the chapter in 10 sentences only.</p> | <p><u>Improving Vocabulary</u></p> <p>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.</p> | <p><u>Prediction</u></p> <p>Think about Skellig.</p> <p>Predict what you think will happen in the rest of the story.</p>  |
| <p><u>Design Front Cover</u></p> <p>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.</p> | <p><u>Connection and Meaning</u></p> <p>Why is the main character important to the story? What clues do you have about how others view this character?</p> | <p><u>Challenge:</u> Find an antonym for each of these words and use them in a sentence that shows you understand the meaning.</p> | <p><u>Comparison</u></p> <p>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?</p> |

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>