



Year 6 reading activity grid

This grid includes a range of activities to help ensure you are covering the year 6 curriculum. Some of these activities might seem easier than others as you may be stronger in certain areas, try to challenge yourself and pick activities you are less confident in to give yourself practice for high school. You do not have to do them in order and there are plenty to choose from. Don't repeat activities, once you have completed a skill then move on to a new one.

You need to complete one activity every week.

Be creative. There is simple guidance for each task for how to produce it/present it but you can use your own style and presentation ideas if you prefer. You can even tweak the task as long as you meet the objective that it links to.

Year 6 objective	Task
Read aloud with intonation (tone and volume) that shows understanding (so that the meaning is clear to an audience). For example: poems and plays, extracts of texts.	Re-write a short part of your own story as a play. How many people do you have at home who can be involved? Pick a part of the story that involves roughly that many people. Someone could always play two roles if needed. Perform that part of the story together.
	Learn and recite a poem. How can you enhance the action or show feeling using volume or by changing your tone? We'd love videos of these for our class pages and I hear Charlie dog loves listening to poetry.
Read age-appropriate books with confidence and fluency. For example: an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	Challenge yourself to read a type of text that you do not normally read. You could read it to a sibling or an adult. Write down an evaluation of the text explaining what you like and dislike about the language used, presentation and style.

<p>Make comparisons within and across books.</p>	<p>Pick a theme that interests you in texts such as friendship, good vs evil, nature, change, growing older, death, hope, magic... What books have you read that include these themes? Make a chart/table to show how the books deal with that theme differently or similarly.</p> <p>Challenge: Try to include a text type you do not normally read such as a poem or a myth. How do these texts compare when writing about these themes?</p>
<p>Explain and discuss your understanding of what you have read, drawing inferences (such as inferring characters' feelings, thoughts and motives from their actions) and justifying these with evidence.</p>	<p>Write a diary entry from the perspective of a character in your reading book. Include an event that took place in the story and include your character's thoughts and feelings.</p> <p>Create a one page conversation between two characters chosen from your reading book. Pick a moment in the story where there is confrontation or a disagreement. Imagine your characters could be honest with one another, what would they say? Make sure you include their feelings and include evidence.</p> <p>Example from Boy in the Striped Pyjamas – Shmuel: I don't think you really understand what life is like here Bruno. You say I am lucky to have lots of children to play with but lots of us are sick, tired, hungry and sad. We miss our families and are scared.</p>
<p>Predict what might happen from details stated and implied.</p>	<p>Find a good place to stop in your reading book. This could be a part of the story where something is about to happen or where something is about to be revealed. Write a prediction for what will happen next. Include evidence from the story so far to support your predictions.</p>
<p>Summarise main ideas (drawn from more than one paragraph), identifying key details (that support the main ideas) and using quotations for illustration</p>	<p>Draw an important scene from your story in the middle of a page - just a simple sketch. Annotate around the image key facts and ideas about this part of the story to summarise what is happening/has happened. Use speech bubbles to include important quotes from characters at that particular point in the story.</p>

	<p>Draw a timeline of the story you are reading. Plot on the timeline the key events that take place in the story and include important quotes from the characters that show their personality or things that have happened to them or how they influences others.</p>
<p>Evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>Using your reading book or a poem, find an example of figurative language (personification, metaphor, simile) and explain why the author chose to use that type of description. How does it make you feel when you read it? How did the author want you to feel? If you are stuck you could Google and use these poems: Fog by Carl Sandburg I Wandered Lonely As a Cloud by William Wordsworth</p>
<p>Retrieve information from non-fiction.</p>	<p>Produce an information leaflet of your own about any subject you like. It could be about brushing your teeth, how Volcanoes are formed, how to grow your own crystals, how to make a certain type of cake... You must read about how to do these things first. As you are reading, make notes of the key points you need to include. This might include steps needed and key vocabulary. Then write your own guide or instructions using your notes.</p>
<p>Recommend books that you have read to your peers, giving reasons for your choices.</p>	<p>Write a book review. This is tougher than you think as you don't want to give away the juicy bits and important events. Think about what you liked or disliked about the book, what might other children your age like or dislike about the book? What themes does the book explore (friendship, change, family..)? Does the author write well for your age group? Are the books challenging enough or too complicated? Are there books similar to the one you are reviewing (If you liked..... then you will love...)?</p>
<p>Ask questions to improve your understanding. Participate in discussions about books and ask questions to improve your understanding. Building on your own and others' ideas, challenging views courteously.</p>	<p>You and a friend each pick a short story or poem. It helps to pick a focus or a theme so that they can be compared. Read your text yourself and send them a link to read yours so that they are familiar with it. You will need to read theirs too. Have a video chat or phone call and discuss each other's texts. What is similar? What is different? Is there anything you</p>

don't understand about it? Do you disagree with anything? Consider the plot, language, setting, characters, and style.

If you want you can both look at and discuss the same text (this is great if you and your friend have the same book) but be prepared to ask questions and raise some key ideas that you want to discuss. Zoom is a great app (on laptops too) where you can meet with more than one friend, you could have a group of four sharing four different poems to compare and contrast. You don't have to go online for a discussion, involve a family member and chat it out over dinner.

Explain and discuss your understanding of what you have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for your views.

Pick a text that inspires you - this could be any text, from your favourite narrative (story) to a horrible histories book. Give a presentation to your family at home, film a presentation to send to us or do a video meeting with a grandparent or another missed relative or friend. Tell them why it is a wonderful text. Things to consider include:

- The basic plot
- Language used
- Themes included
- Layout and how the text is organised
- Use of features such as humour to appeal to the reader
- Why it is perfect for your age group
- The types of people it appeals to