

Year 2 Autumn Term 1		Year 2 Autumn Term 2	
Week 1	Poem –surrounded by noise (poetry by heart)	Week 1	Hair Love by Matthew Cherry
	Discussing their favourite words & phrases Continuing to build up a repertoire of poems learnt by heart, appreciating these & reciting some, with appropriate intonation to make the meaning clear		Predicting what might happen based on what has been read so far
Week 2	Making Bread(instructions) - cracking comprehension	Week 2	Ruby's Worry by Tom Percival
	Being introduced to NF texts that are structured in different ways		Explain & discuss their understanding of books, poems & other material, both that they listen to & those they read themselves Predicting what might happen based on what has been read so far
Week 3	Dangerous by Tim Warne	Week 3	Meerkat Mail by Emily Gravett
	Discussing their favourite words & phrases		Draw on what they already know/ on background information & vocabulary provided by the teacher
Week 4	Coming to England by Floella Benjamin	Week 4	Meerkat Mail by Emily Gravett
	Discuss the sequence of events in books and how items of information are related		Discuss the sequence of events in books and how items of information are related
Week 5	Coming to England by Floella Benjamin	Week 5	Jack and the Beanstalk – a pantomime
	Discuss the sequence of events in books and how items of information are related		Checking that the text makes sense to them as they read

NNC Year 2 Reading Comprehension Objectives

	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12
Listen to, discuss & express views about a wide range of contemporary & classic poetry, stories & non-fiction at a level beyond that at which they can read independently	x	x	x	x	x	x	x	x	x	x	x	x
Discuss the sequence of events in books and how items of information are related		x		x						x		
Becoming increasingly familiar with & retelling a wider range of stories, fairy stories and traditional tales	x	x	x	x	x	x	x	x	x	x	x	x
Being introduced to NF texts that are structured in different ways		x										
Recognising simple recurring literary language in stories & poetry			x									
Discussing & clarifying the meanings of words, linking new meanings to known vocabulary	x	x	x	x	x	x	x	x	x	x	x	x
Discussing their favourite words & phrases	x		x									
Continuing to build up a repertoire of poems learnt by heart, appreciating these & reciting some, with appropriate intonation to make the meaning clear	x		x									
Draw on what they already know/ on background information & vocabulary provided by the teacher									x			
Checking that the text makes sense to them as they read and correcting inaccurate reading											x	
Making inferences on the basis of what is being said & done												
Answering & asking questions					x							
Predicting what might happen based on what has been read so far						x		x				
Participate in discussion about books, poems & other words that are read to them & those they can read themselves, taking turns & listening to what others say	x	x	x	x	x	x	x	x	x	x	x	x
Explain & discuss their understanding of books, poems & other material, both that they listen to & those they read themselves								x				

Year 2 Spring Term 1		Year 1/2 Spring Term 2	
Week 1	Clean Up by Nathan Byron	Week 1	Penguins (Cracking Comprehension)
	Draw on what they already know/ on background information & vocabulary provided by the teacher Draw on what they already know/ on background information & vocabulary provided by the teacher		Being introduced to NF texts that are structured in different ways Asking and answering questions
Week 2	End Plastic Pollution	Week 2	Interview with a shark
	Being introduced to NF texts that are structured in different ways Discuss the sequence of events in books and how items of information are related		Asking and answering questions Explain & discuss their understanding of books, poems & other material, both that they listen to & those they read themselves
Week 3	Poems to Perform by Julia Donaldson	Week 3	The Snail and the Whale by Julia Donaldson
	Continuing to build up a repertoire of poems learnt by heart, appreciating these & reciting some, with appropriate intonation to make the meaning clear Recognising simple recurring literary language in stories & poetry		Recognising simple recurring literary language in stories & poetry Discussing their favourite words & phrases
Week 4	The Egg by MP Robertson	Week 4	The Smartest Giant in Town by Julia Donaldson

NNC Year 2 Reading Comprehension Objectives SPRING

	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12
Listen to, discuss & express views about a wide range of contemporary & classic poetry, stories & non-fiction at a level beyond that at which they can read independently	x	x	x	x	x	x	x	x	x	x	x	x
Discuss the sequence of events in books and how items of information are related												
Becoming increasingly familiar with & retelling a wider range of stories, fairy stories and traditional tales	x	x	x	x	x	x	x	x	x	x	x	x
Being introduced to NF texts that are structured in different ways		x					x					
Recognising simple recurring literary language in stories & poetry			x						x	x	x	
Discussing & clarifying the meanings of words, linking new meanings to known vocabulary	x	x	x	x	x	x	x	x	x	x	x	x
Discussing their favourite words & phrases									x	x	x	
Continuing to build up a repertoire of poems learnt by heart, appreciating these & reciting some, with appropriate intonation to make the meaning clear			x									
Draw on what they already know/ on background information & vocabulary provided by the teacher	x											
Checking that the text makes sense to them as they read and correcting inaccurate reading				x								
Making inferences on the basis of what is being said & done					x	x						
Answering & asking questions	x						x	x				
Predicting what might happen based on what has been read so far					x							
Participate in discussion about books, poems & other words that are read to them & those they can read themselves, taking turns & listening to what others say	x	x	x	x	x	x	x	x	x	x	x	x
Explain & discuss their understanding of books, poems & other material, both that they listen to & those they read themselves								x				

Year 2 Summer Term 1		Year2 Summer Term 2	
Week 1	The Owl Who was Afraid of the Dark by Jill Tomlinson	Week 1	Anna Hibiscus by Atinuke
	<p>Discuss the sequence of events in books and how items of information are related</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p>		<p>Draw on what they already know/ on background information & vocabulary provided by the teacher</p> <p>Explain & discuss their understanding of books, poems & other material, both that they listen to & those they read themselves</p>
Week 2	The Owl Who was Afraid of the Dark by Jill Tomlinson	Week 2	Anna Hibiscus by Atinuke
	<p>Discuss the sequence of events in books and how items of information are related</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p>		<p>Making inferences on the basis of what is being said & done</p>
Week 3	Poems about School – Roger McGough/Allan Ahlberg	Week 3	First Atlas

NNC Year 2 Reading Comprehension Objectives SUMMER

	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12
Listen to, discuss & express views about a wide range of contemporary & classic poetry, stories & non-fiction at a level beyond that at which they can read independently	x	x	x	x	x	x	x	x	x	x	x	x
Discuss the sequence of events in books and how items of information are related	x	x		x								
Becoming increasingly familiar with & retelling a wider range of stories, fairy stories and traditional tales	x	x	x	x	x	x	x	x	x	x	x	x
Being introduced to NF texts that are structured in different ways				x					x	x		
Recognising simple recurring literary language in stories & poetry												
Discussing & clarifying the meanings of words, linking new meanings to known vocabulary	x	x	x	x	x	x	x	x	x	x	x	x
Discussing their favourite words & phrases												
Continuing to build up a repertoire of poems learnt by heart, appreciating these & reciting some, with appropriate intonation to make the meaning clear			x									
Draw on what they already know/ on background information & vocabulary provided by the teacher							x			x		
Checking that the text makes sense to them as they read and correcting inaccurate reading	x	x										
Making inferences on the basis of what is being said & done								x				
Answering & asking questions						x					x	
Predicting what might happen based on what has been read so far												
Participate in discussion about books, poems & other words that are read to them & those they can read themselves, taking turns & listening to what others say	x	x	x	x	x	x	x	x	x	x	x	x
Explain & discuss their understanding of books, poems & other material, both that they listen to & those they read themselves					x		x					

Year 3 Autumn Term 1		Year 3 Autumn Term 2	
Week 1	Imagine That by Jonathan D Voss	Week 1	Stone Age Tales by Terry Deary
	Retell some books orally		draw inferences (such as inferring characters' feelings, thoughts and motives from their actions) and justify inferences with evidence ("I think....because....")
Week 2	Lost Happy Endings by Carol Ann Duffy	Week 2	Stone Age Tales by Terry Deary
	discuss words and phrases that capture the reader's interest and imagination		predict what might happen from details stated and implied
Week 3	Lost Happy Endings by Carol Ann Duffy	Week 3	Ug by Raymond Briggs
	draw inferences (such as inferring characters' feelings, thoughts and motives from their actions) and justify inferences with evidence ("I think....because....")		discuss words and phrases that capture the reader's interest and imagination
Week 4	How to Trap a Dragon by Pie Corbett	Week 4	PLAYSCRIPT
	identify conventions in a wide range of books (ie key features of a particular author or genre)		prepare poems and play scripts to read aloud and to perform

NNC YEAR 3 Reading Comprehension Objectives AUTUMN

	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12
*use dictionaries to check the meaning of words that they have read if they are unsure												
*increase their familiarity with a wide range of books, including fairy stories, myths and legends	x	x	x	x	x	x	x	x	x	x	x	x
*Retell some books orally	x											
*identify themes in a wide range of books (ie the big messages of a text - e.g. friendship, courage)												
*identify conventions in a wide range of books (ie key features of a particular author or genre)				x								
*prepare poems and play scripts to read aloud and to perform										x		
*discuss words and phrases that capture the reader's interest and imagination		x							x			
*recognise some different forms of poetry												
*explain the meaning of words in context												
*draw inferences (such as inferring characters' feelings, thoughts and motives from their actions) and justify inferences with evidence ("I think....because....")			x				x					
*predict what might happen from details stated and implied								x				
*identify main ideas drawn from more than 1 paragraph and summarising these												
*identify how language contributes to meaning (e.g use of figurative language, precise and visual words)											x	
*identify how structure contributes to meaning (e.g. use of different sentence lengths to build excitement or suspense)												x
*identify how presentation contributes to meaning (e.g. certain words written in a different font/bold/italics for emphasis)						x						
* retrieve and record information from non-fiction					x							

Year 3 Spring Term 1		Year 3 Spring Term 2	
Week 1	Revolting Rhymes by Roald Dahl	Week 1	Aesop's Fables
	prepare poems and play scripts to read aloud and to perform		identify conventions in a wide range of books (ie key features of a particular author or genre)
Week 2	Revolting Rhymes by Roald Dahl	Week 2	Aesop's Fables
	prepare poems and play scripts to read aloud and to perform		identify themes in a wide range of books (ie the big messages of a text - e.g. friendship, courage)
Week 3	Hansel and Gretel by Neil Gaiman	Week 3	Nonsense Poetry (Edward Lear etc)
	explain the meaning of words in context		Recognise some different forms of poetry prepare poems and play scripts to read aloud and to perform
Week 4	Hansel and Gretel by Neil Gaiman	Week 4	The Wolves in the Walls by Neil Gaiman
	Retell some books orally		identify how language contributes to meaning (e.g use of figurative language, precise and visual words)
Week 5	Born to Ride by Louisa Thrale	Week 5	The Wolves in the Walls by Neil Gaiman

Year 3 Summer Term 1		Year 3 Summer Term 2	
Week 1	Malala's Magic Pencil by Malala Yousafzai	Week 1	Leon and the Place Between by Grahame Baker Smith
	identify themes in a wide range of books (ie the big messages of a text - e.g. friendship, courage)		discuss words and phrases that capture the reader's interest and imagination
Week 2	Malala's Magic Pencil by Malala Yousafzai	Week 2	Leon and the Place Between by Grahame Baker Smith
	draw inferences (such as inferring characters' feelings, thoughts and motives from their actions) and justify inferences with evidence ("I think....because....")		identify how presentation contributes to meaning (e.g. certain words written in a different font/bold/italics for emphasis)
Week 3	From Spawn to Frog (Cracking Comprehension)	Week 3	Orchard Book of Greek Myths
	use dictionaries to check the meaning of words that they have read if they are unsure Retrieve and record information from non-fiction		identify main ideas drawn from more than 1 paragraph and summarising these
Week 4	The United Kingdom (Cracking Comprehension)	Week 4	Orchard Book of Greek Myths

Year 4 Autumn Term 1		Year 4 Autumn Term 2	
Week 1	Roald Dahl's Revolting Recipes	Week 1	Egyptian Cinderella playscript
	identify how presentation contributes to meaning (e.g. certain words written in a different font/bold/italics for emphasis)		prepare poems and play scripts to read aloud and to perform
Week 2	The Tear Thief by Carol Ann Duffy	Week 2	Stories from Girls, Goddesses and Giants
	discuss words and phrases that capture the reader's interest and imagination explain the meaning of words in context		identify how structure contributes to meaning (e.g. use of different sentence lengths to build excitement or suspense)
Week 3	The Tear Thief by Carol Ann Duffy	Week 3	One Wish by MO Yuksel
	draw inferences (such as inferring characters' feelings, thoughts and motives from their actions) and justify inferences with evidence ("I think....because....")		identify main ideas drawn from more than 1 paragraph and summarising these
Week 4	Poems by James Berry	Week 4	Stories from 1001 Arabian Nights
	prepare poems and play scripts to read aloud and to perform		Retell some books orally

NNC YEAR 4 Reading Comprehension Objectives AUTUMN

	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12
*use dictionaries to check the meaning of words that they have read if they are unsure												
*increase their familiarity with a wide range of books, including fairy stories, myths and legends	x	x	x	x	x	x	x	x	x	x	x	x
*Retell some books orally										x		
*identify themes in a wide range of books (ie the big messages of a text - e.g. friendship, courage)												
*identify conventions in a wide range of books (ie key features of a particular author or genre)										x		
*prepare poems and play scripts to read aloud and to perform				x			x					
*discuss words and phrases that capture the reader's interest and imagination		x										
*recognise some different forms of poetry												
*explain the meaning of words in context		x										
*draw inferences (such as inferring characters' feelings, thoughts and motives from their actions) and justify inferences with evidence ("I think....because....")			x									
*predict what might happen from details stated and implied												
*identify main ideas drawn from more than 1 paragraph and summarising these									x			
*identify how language contributes to meaning (e.g use of figurative language, precise and visual words)												
*identify how structure contributes to meaning (e.g. use of different sentence lengths to build excitement or suspense)								x				
*identify how presentation contributes to meaning (e.g. certain words written in a different font/bold/italics for emphasis)	x											
* retrieve and record information from non-fiction					x	x						

Year 4 Spring Term 1		Year 4 Spring Term 2	
Week 1	Diary of a Killer Cat	Week 1	Selection of brochures and leaflets
	predict what might happen from details stated and implied		identify how presentation contributes to meaning (e.g. certain words written in a different font/bold/italics for emphasis)
Week 2	Extracts from Animal Adventures	Week 2	Selection of brochures and leaflets
	use dictionaries to check the meaning of words that they have read if they are unsure		Retrieve and record information from non-fiction
Week 3	Extracts from Animal Adventures	Week 3	Diary of a Wimpy Kid
	identify how presentation contributes to meaning (e.g. certain words written in a different font/bold/italics for emphasis)		identify conventions in a wide range of books (ie key features of a particular author or genre)
Week 4	The Vanishing Rainforest by Richard Platt	Week 4	Tom Gates
	identify themes in a wide range of books (ie the big messages of a text - e.g. friendship, courage)		identify how structure contributes to meaning (e.g. use of different sentence lengths to build excitement or suspense)
Week 5	Journey to the River Sea by Eva Ibbotson	Week 5	Thirteen Storey Treehouse

NNC YEAR 4 Reading Comprehension Objectives SPRING

	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12
*use dictionaries to check the meaning of words that they have read if they are unsure		x										
*increase their familiarity with a wide range of books, including fairy stories, myths and legends	x	x	x	x	x	x	x	x	x	x	x	x
*Retell some books orally												
*identify themes in a wide range of books (ie the big messages of a text - e.g. friendship, courage)				x								
*identify conventions in a wide range of books (ie key features of a particular author or genre)								x				
*prepare poems and play scripts to read aloud and to perform												
*discuss words and phrases that capture the reader's interest and imagination												
*recognise some different forms of poetry												
*explain the meaning of words in context												
*draw inferences (such as inferring characters' feelings, thoughts and motives from their actions) and justify inferences with evidence ("I think....because....")					x	x						
*predict what might happen from details stated and implied	x											
*identify main ideas drawn from more than 1 paragraph and summarising these												
*identify how language contributes to meaning (e.g use of figurative language, precise and visual words)											x	
*identify how structure contributes to meaning (e.g. use of different sentence lengths to build excitement or suspense)										x		
*identify how presentation contributes to meaning (e.g. certain words written in a different font/bold/italics for emphasis)			x				x					
* retrieve and record information from non-fiction								x				

Year 4 summer Term 1		Year 4 summer Term 2	
Week 1	Jumanji	Week 1	Hummingbird by Nicola Davies
	identify how language contributes to meaning (e.g use of figurative language, precise and visual words)		discuss words and phrases that capture the reader's interest and imagination
Week 2	Jumanji	Week 2	Inventors by Robert Winston
	identify main ideas drawn from more than 1 paragraph and summarising these		identify main ideas drawn from more than 1 paragraph and summarising these
Week 3	Should animals be used in circuses? (Grammarsaurus)	Week 3	Inventors by Robert Winston
	identify how language contributes to meaning (e.g use of figurative language, precise and visual words)		identify main ideas drawn from more than 1 paragraph and summarising these
Week 4	Bright Bursts of Colour (poetry) by Matt Goodfellow	Week 4	1001 Inventions
	recognise some different forms of poetry		identify how presentation contributes to meaning (e.g. certain words written in a different font/bold/italics for emphasis)
Week 5	National Geographic animals website	Week 5	1001 Inventions

NNC YEAR 4 Reading Comprehension Objectives SUMMER

	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12
*use dictionaries to check the meaning of words that they have read if they are unsure												
*increase their familiarity with a wide range of books, including fairy stories, myths and legends	x	x	x	x	x	x	x	x	x	x	x	x
*Retell some books orally												
*identify themes in a wide range of books (ie the big messages of a text - e.g. friendship, courage)												
*identify conventions in a wide range of books (ie key features of a particular author or genre)												
*prepare poems and play scripts to read aloud and to perform												
*discuss words and phrases that capture the reader's interest and imagination							x					
*recognise some different forms of poetry				x								
*explain the meaning of words in context											x	
*draw inferences (such as inferring characters' feelings, thoughts and motives from their actions) and justify inferences with evidence ("I think....because....")												
*predict what might happen from details stated and implied	x											
*identify main ideas drawn from more than 1 paragraph and summarising these		x						x	x			
*identify how language contributes to meaning (e.g use of figurative language, precise and visual words)			x									
*identify how structure contributes to meaning (e.g. use of different sentence lengths to build excitement or suspense)												
*identify how presentation contributes to meaning (e.g. certain words written in a different font/bold/italics for emphasis)											x	
* retrieve and record information from non-fiction					x	x						

Year 5/6 Autumn Term 1		Year 5/6 Autumn Term 2	
Week 1	Beowulf	Week 1	Shine (cracking comprehension extract)
	check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context (e.g. trying out synonyms to check meaning) *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (e.g. what is the author implying to the reader through the use of simile? How do particular words and phrases affect how the reader feels about different characters?)		make comparisons within and across books (e.g. between characters, settings, themes, conventions, viewpoints)
Week 2	The Spiderwick Chronicles by Holly Black	Week 2	All summer in a day (cracking comprehension)
	draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ("I think...because in the text....")		make comparisons within and across books (e.g. between characters, settings, themes, conventions, viewpoints)
Week 3	The Spiderwick Chronicles/Field Guide by Holly Black	Week 3	The Right to an Education (cracking comprehension)
	identify how language, structure and presentation contribute to meaning (e.g. how do these give a reader more detail or information? How do they create an effect on the reader?)		identify how language, structure and presentation contribute to meaning (e.g. how do these give a reader more detail or information? How do they create an effect on the reader?) summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas (e.g. words and phrases that exemplify the main idea)
Week 4	First Aid (cracking comprehension text)	Week 4	Oranges in No Man's Land
	retrieve, record and present information from non-fiction		discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (e.g. what is the author implying to the reader through the use of simile? How do particular words and phrases affect how the reader feels about different characters?)

NNC Year 5/6 Reading Comprehension Objectives AUTUMN

	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12
*increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	x	x	x	x	x	x	x	x	x	x	x	x
*recommend books that they have read to their peers, giving reasons for their choices	x	x	x	x	x	x	x	x	x	x	x	x
*identify and discuss themes and conventions in and across a wide range of writing											x	
*make comparisons within and across books (e.g. between characters, settings, themes, conventions, viewpoints)							x	x				
*learn a wider range of poetry by heart												
*prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience												
*check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context (e.g. trying out synonyms to check meaning)	x											
*draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ("I think...because in the text....")		x				x						
*predict what might happen from details stated and implied					x							
*summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas (e.g. words and phrases that exemplify the main idea)									x			
*identify how language, structure and presentation contribute to meaning (e.g. how do these give a reader more detail or information? How do they create an effect on the reader?)			x						x		x	
*discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (e.g. what is the author implying to the reader through the use of simile? How do particular words and phrases affect how the reader feels about different characters?)	x									x		
*distinguish between statements of fact and opinion												
*retrieve, record and present information from non-fiction				x								
*explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary												
*provide reasoned justifications for their views.					x							

Year 5/6 Spring Term 1		Year 5/6 Spring Term 2	
Week 1	Poems by Benjamin Zephaniah	Week 1	POETRY from I Wouldn't thank you for a Valentine anthology by Carol Ann Duffy
	Learn a wider range of poetry by heart prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience		prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Key LOs
Week 2	The Demon Headmaster by Gillian Cross playscript	Week 2	The Pebble in my Pocket by Meredith Hooper (CC)
	prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience		explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
Week 3	Biographies from "Bold Women in black History" by Vashti Harrison	Week 3	Macbeth - narrative
	distinguish between statements of fact and opinion retrieve, record and present information from non-fiction		discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (e.g. what is the author implying to the reader through the use of simile? How do particular words and phrases affect how the reader feels about different characters?) draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ("I think...because in the text...")
Week 4	Biographies from "The Good Guys"	Week 4	Macbeth - narrative
	distinguish between statements of fact and opinion retrieve, record and present information from non-fiction		Identify how language, structure and presentation contribute to meaning (e.g. how do these give a reader more detail or information? How do they create an effect on the reader)
Week 5	What is Right and Wrong? By Rosen and Young	Week 5	Stories from Shakespeare
	Distinguish between statements of fact and opinion		identify and discuss the moral and educational messages within the stories

Year 5/6 Summer Term 1		Year 5/6 SummerTerm 2	
Week 1	Topical extracts from newspapers	Week 1	Poems from Red Cherry Red by Jackie Kay
	Distinguish between statements of fact and opinion		prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Identify and discuss themes and conventions in and across a wide range of writing
Week 2	Topical extracts from newspapers	Week 2	Poems from Red Cherry Red by Jackie Kay
	summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas (e.g. words and phrases that exemplify the main idea)		prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Identify and discuss themes and conventions in and across a wide range of writing
Week 3	Secrets of the Dead by John Townsend	Week 3	Aliens and UFOs by Colin Wilson
	retrieve, record and present information from non-fiction		Provide reasoned justifications for their views
Week 4	Book of Hope by Katharine Rundell	Week 4	History's Mysteries (Nat Geog)
	check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context (e.g. trying out synonyms to check meaning)		explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
Week 5	Book of Hope by Katharine Rundell	Week 5	History's Mysteries (Nat Geog)
	draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ("I think...because in the text....")		identify how language, structure and presentation contribute to meaning (e.g. how do these give a reader more detail or information? How do they create an effect on the reader?)

NNC Year 5/6 Reading Comprehension Objectives SUMMER

	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12
*increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	x	x	x	x	x	x	x	x	x	x	x	x
*recommend books that they have read to their peers, giving reasons for their choices	x	x	x	x	x	x	x	x	x	x	x	x
*identify and discuss themes and conventions in and across a wide range of writing							x	x				
*make comparisons within and across books (e.g between characters, settings, themes, conventions, viewpoints)						x						
*learn a wider range of poetry by heart												
*prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience							x	x				
*check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context (e.g. trying out synonyms to check meaning)				x								
*draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ("I think...because in the text....")					x							
*predict what might happen from details stated and implied						x						
*summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas (e.g. words and phrases that exemplify the main idea)		x										
*identify how language, structure and presentation contribute to meaning (e.g. how do these give a reader more detail or information? How do they create an effect on the reader?)											x	
*discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (e.g. what is the author implying to the reader through the use of simile? How do particular words and phrases affect how the reader feels about different characters?)												
*distinguish between statements of fact and opinion	x											
*retrieve, record and present information from non-fiction			x									
*explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary										x		
*provide reasoned justifications for their views.									x			