

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	<b>Making Bread(instructions) - cracking comprehension</b>	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
	Asking and answering questions		Checking that the text makes sense to them as they read and correcting inaccurate reading
Week 6		Week 6	

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 & classis poetry, stories & non-fiction at a level beyond that at which their 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 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
	Checking that the text makes sense to them as they read and correcting inaccurate reading		Recognising simple recurring literary language in stories & poetry Discussing their favourite words & phrases
Week 5	The Egg by MP Robertson	Week 5	Room on the Broom by Julia Donaldson
	Making inferences on the basis of what is being said & done Predicting what might happen next in the story		Recognising simple recurring literary language in stories & poetry

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 & classis poetry, stories & non-fiction at a level beyond that at which their 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 inferenced 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		Year 2 Summer Term 2	
Week 1	The Owl Who was Afraid of the Dark by Jill Tomlinson	Week 1	Anna Hibiscus by Atinuke
	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 and correcting inaccurate reading		Draw on what they already know/ on background information & vocabulary provided by the teacher Explain & discuss their understanding of books, poems & other material, both that they listen to & those they read themselves
Week 2	The Owl Who was Afraid of the Dark by Jill Tomlinson	Week 2	Anna Hibiscus by Atinuke
	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 and correcting inaccurate reading		Making inferences on the basis of what is being said & done
Week 3	Poems about School – Roger McGough/Allan Ahlberg	Week 3	First Atlas
	Continuing to build up a repertoire of poems learnt by heart, appreciating these & reciting some, with appropriate intonation to make the meaning clear		Being introduced to NF texts that are structured in different ways
Week 4	Planting Bulbs – Cracking Comp	Week 4	Come on a desert safari by Rachel Linfield
	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		Being introduced to NF texts that are structured in different ways Draw on what they already know/ on background information & vocabulary provided by the teacher

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 & classis poetry, stories & non-fiction at a level beyond that at which their 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 inferenced 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	On a Magical Do Nothing Day by	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	The Wolf's Story by Toby Forward
	identify conventions in a wide range of books (ie key features of a particular author or genre)		identify how language contributes to meaning (e.g use of figurative language precise and visual words)

# 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	Pompeii Buried Alive! by Edith Kunhardt
	Retell some books orally		
Week 5	Born to Ride by Louisa Thrale	Week 5	SATS Paper – Disaster Strikes (Testbase)
	identify main ideas drawn from more than 1		

## NNC YEAR 3 Reading Comprehension Objectives SPRING

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Year 3 Summer Term 1		Year 3 Summer Term 2	
Week 1	Malala's Magic Pencil by Malala Yousafzai	Week 1	Operation Gadgetman by Malorie Blackman
	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 2	Earth Shattering Events by Robin Jacob	Week 2	Diary of a wimpy Kid By Jeff Kinney
	retrieve and record information from non-fiction		identify how presentation contributes to meaning (e.g. certain words written in a different font/bold/italics for emphasis)
Week 3	Earth Shattering Events By Robin Jacob	Week 3	Diary of Wimpy Kid By Jeff Kinney
	identify main ideas drawn from more than 1 paragraph and summarising these		
Week 4	The United Kingdom (Cracking Comprehension)	Week 4	Diary of an Accidental Witch By Perdita Honor Cargill
	use dictionaries to check the meaning of words that they have read if they are unsure Retrieve and record information from non - fiction		identify themes in a wide range of books (ie the big messages of a text - e.g. friendship, courage)
Week 5	Operation Gadgetman by Malorie Blackman	Week 5	Diary of an Accidental Witch By Perdita Honor Cargill
	draw information from non-fiction texts		identify how presentation contributes to meaning

NNC YEAR 3 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			x	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									x		
*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												
*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							
*predict what might happen from details stated and implied												
*identify main ideas drawn from more than 1 paragraph and summarising these			x						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			x	
* retrieve and record information from non-fiction		x		x								

Year 4 Autumn Term 1		Year 4 Autumn Term 2	
Week 1	Roald Dahl's Revolting Recipes	Week 1	Egyptian Cinderella playscript (Grammarsaurus)
	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 Yuxsel
	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		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	Michael Rosen Poetry
	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 by Liz Pichon
	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 by Andy Griffiths
	draw inferences (such as inferring characters' feelings, thoughts and motives from their actions)		identify how language contributes to meaning (e.g use of figurative language, precise

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 Autumn Term 1		Year 5 Autumn Term 2	
Week 1	Holes by Louis Sachar	Week 1	Superhero Scientists by David Allen and Alex Sinclair
	Key LOs 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?)		Key LOs 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 2	Holes by Louis Sachar	Week 2	Superhero Scientists by David Allen and Alex Sinclair
	Key LOs 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 or phrases affect how the reader feels about different characters?)		Key LOs Identify and discuss themes and conventions in and across a wide range of writing. 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 3	Non fiction	Week 3	Shackleton's Journey by William Grill
	Key LOs Retrieve, record and present information from non-fiction.		Key LOs 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)
Week 4	The Invention of Hugo Cabret by Brian Selznick	Week 4	Shackleton's Journey by William Grill
	Key LOs Discuss how the author uses the language of non-fiction to create a sense of mystery and suspense.		Key LOs Discuss how the author uses the language of non-fiction to create a sense of mystery and suspense.

NNC Year 5 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	
*recommend books that they have read to their peers, giving reasons for their choices	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	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					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												
*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							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							

Year 5 Spring Term 1		Year 5 Spring Term 2	
Week 1	The Wind in the Willows by Kenneth Graham	Week 1	Women in Sport By Rachael Ignatowski
	Key LOs 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)		Key LOs 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 2	War Horse by Michael Morpurgo	Week 2	Women in Sport By Rachael Ignatowski
	Key LOs predict what might happen from details stated and implied		Key LOs retrieve, record and present information from non-fiction
Week 3	War Horse by Michael Morpurgo	Week 3	Playscript Toad of Toad Hall by A.A. Milne
	Key LOs draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ("I think...because in the text...")		Key LOs make comparisons within and across books (e.g between characters, settings, themes, conventions, viewpoints) 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
Week 4	Poetry - Cloud Busting by Malorie Blackman	Week 4	Murder Most Unladylike by Robin Stevens
	Key LOs 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		Key LOs 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)

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Year 5 Summer Term 1		Year 5Summer Term 2	
Week 1	Real Life Mysteries by Susan Martineau	Week 1	Persuasive Leaflets
	Key LOs 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		Key LOs identify and discuss themes and conventions in and across a wide range of writing distinguish between statements of fact and opinion
Week 2	Real Life Mysteries by Susan Martineau	Week 2	Persuasive Leaflets
	Key LOs retrieve, record and present information from non-fiction. provide reasoned justifications for their views.		Key LOs identify and discuss themes and conventions in and across a wide range of writing 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 3	The Lost Words by Robert McFarlan	Week 3	Poetry – Cloud Soup by Kate Wakeling
	Key LOs 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		Key LOs identify and discuss themes and conventions in and across a wide range of writing 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
Week 4	Ecological/ Environmental story	Week 4	Poetry – Cloud Soup by Kate Wakeling
	Key LOs check that the book makes sense to them, discussing their		Key LOs learn a wider range of poetry by heart

NNC Year 5 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	
*recommend books that they have read to their peers, giving reasons for their choices	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	x			
*make comparisons within and across books (e.g between characters, settings, themes, conventions, viewpoints)												
*learn a wider range of poetry by heart			x						x	x		
*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....")												
*predict what might happen from details stated and implied												
*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		
*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						x				x	
*retrieve, record and present information from non-fiction		x									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									x		
*provide reasoned justifications for their views.		x							x			



Year 6 Autumn Term 1		Year 6 Autumn Term 2	
Week 1	Norse myths by Kevin Crossland Holland	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	Norse myths by Kevin Crossland Holland	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	The Spiderwick Chronicles/Field Guide by Holly Black	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

NNC Year 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	
*recommend books that they have read to their peers, giving reasons for their choices	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										
*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			
*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	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 6 Spring Term 1		Year 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	Grimm Tales by Phillip Pullman
	distinguish between statements of fact and opinion retrieve, record and present information from non-fiction		make comparisons within and across books (e.g between characters, settings, themes, conventions, viewpoints)
Week 4	Biographies from "The Good Guys"	Week 4	Grimm Tales by Phillip Pullman
	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	Grimm Tales by Phillip Pullman
	Distinguish between statements of fact and opinion		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

## NNC Year 6 Reading Comprehension Objectives SPRING

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Year 6 Summer Term 1		Year 6 Summer Term 2	
Week 1	Macbeth - narrative	Week 1	Poems from Red Cherry Red by Jackie Kay
	<p>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?)</p> <p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ("I think...because in the text....")</p>		<p>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</p> <p>Identify and discuss themes and conventions in and across a wide range of writing</p>
Week 2	Macbeth - narrative	Week 2	Poems from Red Cherry Red by Jackie Kay
	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)		<p>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</p> <p>Identify and discuss themes and conventions in and across a wide range of writing</p>
Week 3	Stories from Shakespeare	Week 3	History's Mysteries (Nat Geog)
	identify and discuss themes and conventions in and across a wide range of writing		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 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)		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	Book of Hope by Katharine Rundell	Week 5	
	draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ("I think...because in the text....")		

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