

National Curriculum Reading Comprehension Objectives

- read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing 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
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing 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
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction

- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- 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

| Text | | Vocabulary | | | |
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| <p>Fiction An Eagle in the Snow Michael Morpurgo</p> <p>Non-fiction The Golden Eagle Anthology of Intriguing Animals</p> <p>Poetry In Flanders Fields John McCrae</p> | | <p>An Eagle in the Snow blightly, convoys, Goose Stepping, hectoring, revelling, swastika, Rosary beads, reluctantly, triumphantly, hunkered down, stoking, dugout, Fritz; hobgoblins, porky pies, shattering; in unison, enveloping, subsided, courage, nudged</p> <p>The Golden Eagle impressive, soaring, prey, leisurely, wingbeat, sheer, majesty, inexperienced, obvious, relatively, eyrie, crag, territory, incubating, fearsome, keen, grouse, beneficial, vermin, predator, ecology, biodiversity, sustain, phenomenon, carcass, plantation</p> <p>In Flanders Fields larks, scarce, amid, foe,</p> | | | |
| Lesson Objectives/Reading Skills | | | | | |
| Week 1 Fiction | Week 2 Fiction | Week 3 Fiction | Week 4 Non-fiction | Week 5 Non-fiction | Week 6 Poetry |
| <p>LO: Evaluate how the author's choice of words makes us feel as a reader.</p> <p>LO: Summarise the mains ideas and key information from an extract.</p> <p>LO: Predict what might happen from details stated and implied.</p> <p>LO: To ask questions to improve their</p> | <p>LO: Predict what might happen from details stated and implied.</p> <p>LO: To retrieve information.</p> <p>LO: Discuss and explore the meaning of words in context</p> | <p>LO: To infer characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p> <p>LO: To summarise a text.</p> <p>LO: Identify how language, structure and presentation contribute to meaning.</p> | <p>LO: To retrieve and record information.</p> <p>LO: Distinguish between statements of fact and opinion.</p> <p>LO: To ask questions to improve our understanding of the text.</p> | <p>LO: To identify the key words in a statement and read around the words to extract the information.</p> <p>LO: To retrieve and record information.</p> <p>LO: Discuss and explore the meaning of words in context.</p> <p>LO: To use deduction to come to a logical conclusion.</p> | <p>LO: To learn a poem off by heart.</p> <p>LO: To prepare a poem to perform to an audience.</p> <p>LO: Discuss and explore the meaning of words in context.</p> |

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| <p>understanding of the characters.</p> <p>LO: Discuss and explore the meaning of words in context</p> | <p>LO: To ask questions to improve our understanding of the text.</p> <p>LO: Summarise the main ideas and key information from an extract.</p> <p>LO: Explain and discuss their understanding of what they have read.</p> | <p>LO: To make comparisons within a book.</p> <p>Reading comprehension assessment based on An Eagle in the Snow</p> | <p>LO: Discuss and explore the meaning of words in context</p> | <p>LO: Distinguish between statements of fact and opinion</p> <p>LO: Recommending books that they have read to their peers, giving reasons for their choices</p> | <p>LO: To ask questions to improve our understanding of the text.</p> |
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English Medium Term Planning

Talk for Reading

Year 5

Spring 1