

## Year 2 Reading Medium Term Plan

Autumn 1	Objectives covered
Week 1 (2 days) Reading assessments	N/A
Week 2 The Pirates of Scurvy Sands	<p><b>Word Reading:</b>            Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• read accurately words of two or more syllables that contain the same graphemes as above</li> <li>• read words containing common suffixes</li> </ul> <p><b>Reading Comprehension:</b>            Pupils should be taught to:</p> <p>-develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• making inferences on the basis of what is being said and done</li> <li>• answering and asking questions</li> <li>• predicting what might happen on the basis of what has been read so far</li> </ul>
Week 3 Captain Flinn and the Pirate Dinosaurs	<p><b>Word Reading:</b>            Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> </ul>



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	<ul style="list-style-type: none"><li>• read accurately words of two or more syllables that contain the same graphemes as above</li><li>• read words containing common suffixes</li><li>• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li></ul> <p><b>Reading Comprehension:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li><li>• making inferences on the basis of what is being said and done</li><li>• answering and asking questions</li><li>• predicting what might happen on the basis of what has been read so far</li></ul>
<p>Week 4, 5 and 6</p> <p>The Jolly Rogers and the Ghostly Galleon</p>	<p><b>Word Reading:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li><li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li><li>• read accurately words of two or more syllables that contain the same graphemes as above</li><li>• read words containing common suffixes</li><li>• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li><li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li><li>• re-read these books to build up their fluency and confidence in word reading.</li></ul> <p><b>Reading Comprehension:</b></p>



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	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>-develop pleasure in reading, motivation to read, vocabulary and understanding by:<ul style="list-style-type: none"><li>• discussing the sequence of events in books and how items of information are related</li><li>• recognising simple recurring literary language in stories and poetry</li><li>• discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li><li>• discussing their favourite words and phrases</li></ul></li><li>-understand both the books that they can already read accurately and fluently and those that they listen to by:<ul style="list-style-type: none"><li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li><li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li><li>• making inferences on the basis of what is being said and done</li><li>• answering and asking questions</li><li>• predicting what might happen on the basis of what has been read so far</li></ul></li></ul>
<p><b>Week 7 and 8</b> A range of letters</p>	<p><b>Word Reading:</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li><li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li><li>• read accurately words of two or more syllables that contain the same graphemes as above</li><li>• read words containing common suffixes</li><li>• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li></ul>



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	<ul style="list-style-type: none"><li>• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li></ul> <p><b>Reading Comprehension:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"><li>-develop pleasure in reading, motivation to read, vocabulary and understanding by:</li><li>• discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li><li>• discussing their favourite words and phrases</li></ul> <p>-understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"><li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li><li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li></ul>
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Autumn 2	Objectives covered
Week 1 and 2 Living Habitats	<p><b>Word Reading:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li><li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li><li>• read accurately words of two or more syllables that contain the same graphemes as above</li><li>• read words containing common suffixes</li><li>• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li></ul>



	<ul style="list-style-type: none"><li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li></ul> <p><b>Reading Comprehension:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"><li>-develop pleasure in reading, motivation to read, vocabulary and understanding by:</li><li>• being introduced to non-fiction books that are structured in different ways</li><li>• discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li><li>• discussing their favourite words and phrases</li></ul> <p>-understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"><li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li><li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li><li>• answering and asking questions</li><li>• participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li><li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li></ul>
<p><b>Week 3</b> Little People, Big Dreams: David Attenborough</p>	<p><b>Word Reading:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li><li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li></ul>



- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

#### Reading Comprehension:

Pupils should be taught to:

-develop pleasure in reading, motivation to read, vocabulary and understanding by:

- being introduced to non-fiction books that are structured in different ways
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases

-understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- answering and asking questions
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.



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Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

**Reading Comprehension:**

Pupils should be taught to:

-develop pleasure in reading, motivation to read, vocabulary and understanding by:

- being introduced to non-fiction books that are structured in different ways
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases

-understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- answering and asking questions



	<ul style="list-style-type: none"><li>• participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li><li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li></ul>
<p>Week 5 and 6 A range of explanation texts</p>	<p><b>Word Reading:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li><li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li><li>• read accurately words of two or more syllables that contain the same graphemes as above</li><li>• read words containing common suffixes</li><li>• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li><li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li></ul> <p><b>Reading Comprehension:</b> Pupils should be taught to:</p> <p>-develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"><li>• being introduced to non-fiction books that are structured in different ways</li><li>• discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li><li>• discussing their favourite words and phrases</li></ul>



	<p>-understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"><li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li><li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li><li>• answering and asking questions</li><li>• participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li><li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li></ul>
<p>Week 7 A range of poetry</p>	<p><b>Word Reading:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li><li>• read accurately words of two or more syllables that contain the same graphemes as above</li><li>• read words containing common suffixes</li><li>• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li></ul> <p><b>Reading Comprehension:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• recognising simple recurring literary language in stories and poetry</li><li>• listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li><li>• discussing their favourite words and phrases</li></ul>



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	<ul style="list-style-type: none"><li>• participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li><li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li><li>• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li></ul>
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Spring 1	Objectives covered
Week 1, 2 and 3 A range of non-chronological reports	<p><b>Word Reading:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li><li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li><li>• read accurately words of two or more syllables that contain the same graphemes as above</li><li>• read words containing common suffixes</li><li>• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li><li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li></ul> <p><b>Reading Comprehension:</b> Pupils should be taught to:</p>



	<p>-develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"><li>• being introduced to non-fiction books that are structured in different ways</li><li>• discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li><li>• discussing their favourite words and phrases</li></ul> <p>-understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"><li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li><li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li><li>• answering and asking questions</li><li>• participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li><li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li></ul>
<p><b>Week 4</b> Toby and The Great Fire of London</p>	<p><b>Word Reading:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li><li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li><li>• read accurately words of two or more syllables that contain the same graphemes as above</li><li>• read words containing common suffixes</li><li>• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li></ul>



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	<ul style="list-style-type: none"><li>• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li><li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li><li>• re-read these books to build up their fluency and confidence in word reading.</li></ul> <p><b>Reading Comprehension:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"><li>-develop pleasure in reading, motivation to read, vocabulary and understanding by:</li><li>• discussing the sequence of events in books and how items of information are related</li><li>• discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li><li>• discussing their favourite words and phrases</li></ul> <p>-understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"><li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li><li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li><li>• answering and asking questions</li><li>• participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li><li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li></ul>
<p><b>Week 5</b> Mary and The Great Fire of London</p>	<p><b>Word Reading:</b> Pupils should be taught to:</p>



- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

#### Reading Comprehension:

Pupils should be taught to:

-develop pleasure in reading, motivation to read, vocabulary and understanding by:

- discussing the sequence of events in books and how items of information are related
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases

-understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading



	<ul style="list-style-type: none"><li>• answering and asking questions</li><li>• participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li><li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li></ul>
<p><b>Week 6</b> Vlad and The Great Fire of London</p>	<p><b>Word Reading:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li><li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li><li>• read accurately words of two or more syllables that contain the same graphemes as above</li><li>• read words containing common suffixes</li><li>• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li><li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li><li>• re-read these books to build up their fluency and confidence in word reading.</li></ul> <p><b>Reading Comprehension:</b> Pupils should be taught to:</p> <p>-develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"><li>• discussing the sequence of events in books and how items of information are related</li></ul>



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	<ul style="list-style-type: none"><li>• discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li><li>• discussing their favourite words and phrases</li></ul> <p>-understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"><li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li><li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li><li>• answering and asking questions</li><li>• participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li><li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li></ul>
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Spring 2	Objectives covered
Week 1-5 Mr Penguin and the Lost Treasure	<p><b>Word Reading:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li><li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li><li>• read accurately words of two or more syllables that contain the same graphemes as above</li><li>• read words containing common suffixes</li><li>• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li></ul> <p><b>Reading Comprehension:</b></p>



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	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• discussing the sequence of events in books and how items of information are related</li><li>• discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li></ul> <p>drawing on what they already know or on background information and vocabulary provided by the teacher:</p> <ul style="list-style-type: none"><li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li><li>• making inferences on the basis of what is being said and done</li><li>• answering and asking questions</li><li>• predicting what might happen on the basis of what has been read so far</li></ul>
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Summer 1	Objectives covered
<p>Week 1-7 A Bear Called Paddington</p>	<p><b>Word Reading:</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li><li>• read accurately words of two or more syllables that contain the same graphemes as above</li><li>• read words containing common suffixes</li><li>• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li><li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li></ul> <p><b>Reading Comprehension:</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• discussing the sequence of events in books and how items of information are related</li><li>• discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li><li>• discussing their favourite words and phrases</li></ul>



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	<p>drawing on</p> <ul style="list-style-type: none"><li>• what they already know or on background information and vocabulary provided by the teacher</li><li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li><li>• making inferences on the basis of what is being said and done</li><li>• answering and asking questions</li><li>• predicting what might happen on the basis of what has been read so far</li></ul>
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Summer 2	Objectives covered
<p>Week 1-7 The Twits</p>	<p><b>Word Reading:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li><li>• read accurately words of two or more syllables that contain the same graphemes as above</li><li>• read words containing common suffixes</li><li>• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li><li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li></ul> <p><b>Reading Comprehension:</b> Pupils should be taught to:</p> <p>-develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"><li>• discussing the sequence of events in books and how items of information are related</li><li>• discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li><li>• discussing their favourite words and phrases</li></ul> <p>-understand both the books that they can already read accurately and fluently and those that they listen to by:</p>



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- drawing on what they already know or on background information and vocabulary provided by the teacher
- 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 and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far

### National Curriculum Objectives

#### Word Reading:

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

#### Reading Comprehension:

Pupils should be taught to:

-develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales



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- being introduced to non-fiction books that are structured in different ways
  - recognising simple recurring literary language in stories and poetry
  - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
  - discussing their favourite words and phrases
  - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
  - 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 and done
  - answering and asking questions
  - predicting what might happen on the basis of what has been read so far
  - participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
  - explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.