

## English Overview – Reading: Comprehension

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<b>English Genre Based Projects:</b> Stories with a familiar setting (Y1/2) Instructions/labels (Y2) Sense poems (Y1) Acrostic poems (Y2)	<b>English Genre Based Projects:</b> Poems - pattern (Y1/2) Recount (Y1/2) Narrative recount (Y1/2)	<b>English Genre Based Projects:</b> Information texts (Y1/2) Fantasy stories (Y1) Diary (Y2)	<b>English Genre Based Projects:</b> Traditional tales (Y1/2)	<b>English Genre Based Projects:</b> Cultural traditional tales (Y1/2) Non chronological reports (Y1/2)	<b>English Genre Based Projects:</b> Fantasy worlds (Y1/2) Diary extracts (Y1/2) Poems - rhyme (Y1/2)
<b>Y1</b>	develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>understand both the books they can already read accurately and fluently and those 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>discussing the significance of the title and events</li> </ul> </li> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> </ul>	develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experiences</li> <li>learning to appreciate rhyme and poems, and to recite some by heart</li> <li>understand both the books they can already read accurately and fluently and those 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>discussing the significance of the title and events</li> </ul> </li> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> </ul>	develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, 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and non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experiences</li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>recognising and joining in with predictable phrases</li> <li>learning to appreciate rhyme and poems, and to recite some by heart</li> <li>learning to appreciate rhyme and poems, and to recite some by heart</li> <li>understand both the books they can already read accurately and fluently and those 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>discussing the significance of the title and events</li> <li>making inferences on the basis of what is being said and done</li> <li>predicting what might happen on the basis of what has been read so far</li> </ul> </li> </ul>	develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experiences</li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>recognising and joining in with predictable phrases</li> <li>learning to appreciate rhyme and poems, and to recite some by heart</li> <li>discussing word meanings, linking new meanings to those already known</li> <li>understand both the books they can already read accurately and fluently and those they listen to by:                             <ul 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Y2	<p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <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> <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>answering and asking questions</li> </ul> <p>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</p>	<p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <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> <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> <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>answering and asking questions</li> </ul> <p>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</p>	<p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul 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