

National Curriculum Statutory Content Coverage			
<p>Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.</p>			
<p>Y1 additional National Curriculum statutory detail: Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow their school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If they are still struggling to decode and spell, they need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly. Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.</p>		<p>Y2 additional National Curriculum statutory detail: For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading and spelling so that pupils' word-reading skills catch up. However, teachers should use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.</p>	
Y1 Pupils should be taught to:		Y2 pupils should be taught to	
<ol style="list-style-type: none"> 1. develop pleasure in reading, motivation to read, vocabulary and understanding by: <ol style="list-style-type: none"> a. listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently b. being encouraged to link what they read or hear to their own experiences c. becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics d. recognising and joining in with predictable phrases e. learning to appreciate rhymes and poems, and to recite some by heart f. discussing word meanings, linking new meanings to those already known 	<ol style="list-style-type: none"> 2. understand both the books they can already read accurately and fluently and those they listen to by: <ol style="list-style-type: none"> a. drawing on what they already know or on background information and vocabulary provided by the teacher b. checking that the text makes sense to them as they read, and correcting inaccurate reading c. discussing the significance of the title and events d. making inferences on the basis of what is being said and done e. predicting what might happen on the basis of what has been read so far 3. participate in discussion about what is read to them, taking turns and listening to what others say 4. explain clearly their understanding of what is read to them 	<ol style="list-style-type: none"> 1. develop pleasure in reading, motivation to read, vocabulary and understanding by: <ol style="list-style-type: none"> a. 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 b. discussing the sequence of events in books and how items of information are related c. becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales d. being introduced to non-fiction books that are structured in different ways e. recognising simple recurring literary language in stories and poetry f. discussing and clarifying the meanings of words, linking new meanings to known vocabulary g. discussing their favourite words and phrases h. continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. 	<ol style="list-style-type: none"> 2. understand both the books that they can already read accurately and fluently and those that they listen to by: <ol style="list-style-type: none"> a. drawing on what they already know or on background information and vocabulary provided by the teacher b. checking that the text makes sense to them as they read, and correcting inaccurate reading c. making inferences on the basis of what is being said and done d. answering and asking questions e. predicting what might happen on the basis of what has been read so far 3. 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 4. explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

NB: The statutory Word Reading Curriculum is covered during targeted Little Wandle Phonics & Fluency lessons.

SPR1	WK1	WK2	WK3	WK4	WK5	WK6
Text	Secrets of the black rock	Once upon a Dragon's Fire	The Dragon Machine	The Minpins	The Minpins	
Reading To Learn (non-fiction)	Big book of the UK	Big book of the UK	Big Book of the UK	The Weather and Seasons DK	The Weather and Seasons DK	
Strategies						
Summarise	✓		✓	✓	✓	
Predict	✓	✓		✓	✓	
Clarify		✓	✓		✓	
Question					✓	
Vocabulary						
National Curriculum Coverage	All fiction texts will cover: Y2 1a, 1c (and through our writing curriculum), 1f (and the wider curriculum), 2a, 2b, 3, 4 All non-fiction texts will cover: 1d					
Comprehension	1b. discussing the sequence of events in books and how items of information are related 2e. predicting what might happen on the basis of what has been read so far	2e. predicting what might happen on the basis of what has been read so far 2c. making inferences on the basis of what is being said and done	1b. discussing the sequence of events in books and how items of information are related 1g. discussing their favourite words and phrases	1b. discussing the sequence of events in books and how items of information are related 2e. predicting what might happen on the basis of what has been read so far	2c. making inferences on the basis of what is being said and done	

SPR2	WK1	WK2	WK3	WK4	WK5	WK6
Text	The Tiger Child	One Plastic Bag	Anita and the dragons	Dread Cat	Rabbit and Bear	
Reading To Learn (non-fiction)	British Kings and Queens	British Kings and Queens	The Tudors Kings and Queens	What a waste	What a Waste	
Strategies						
Summarise	✓	✓	✓	✓	✓	
Predict		✓		✓		
Clarify					✓	
Question			✓			
Vocabulary						
National Curriculum Coverage	All fiction texts will cover: Y2 1a, 1c (and through our writing curriculum), 1f (and the wider curriculum), 2a, 2b, 3, 4 All non-fiction texts will cover: 1d					
Comprehension	1b. discussing the sequence of events in books and how items of information are related 2a. drawing on what they already know or on background information and vocabulary provided by the teacher	1b. discussing the sequence of events in books and how items of information are related 2e. predicting what might happen on the basis of what has been read so far	2c. making inferences on the basis of what is being said and done 2d. answering and asking questions	1b. discussing the sequence of events in books and how items of information are related 2e. predicting what might happen on the basis of what has been read so far	2c. making inferences on the basis of what is being said and done	

SUM1	WK1	WK2	WK3	WK4	WK5	WK6
Text	Grandma and the Great Gourd	Tales From Grimwood (Ted & Nancy)	Harold Snipperpot's Best Disaster ever	The Climbers	Swallow's Journey	The Garden Giant
Reading To Learn (non-fiction)	Big Book of Blooms	Big Book of Blooms	Wild Animals of The North	Wild Animals of The North	Big book of Bears	Big Book of Bears
Strategies						
Summarise	✓	✓			✓	✓
Predict			✓			✓
Clarify	✓	✓	✓	✓		✓
Question				✓		✓
Vocabulary						
National Curriculum Coverage	All fiction texts will cover: Y2 1a, 1c (and through our writing curriculum), 1f (and the wider curriculum), 2a, 2b, 3, 4 All non-fiction texts will cover: 1d					
Comprehension	1b. discussing the sequence of events in books and how items of information are related 2a. drawing on what they already know or on background information and 2c. making inferences on the basis of what is being said and done	1b. discussing the sequence of events in books and how items of information are related 2c. making inferences on the basis of what is being said and done	1f. discussing and clarifying the meanings of words, linking new meanings to known vocabulary 1g. discussing their favourite words and phrases 2e. predicting what might happen on the basis of what has been read so far a.	2c. making inferences on the basis of what is being said and done 3. 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	1a. 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 1b. discussing the sequence of events in books and how items of information are related	1e. recognising simple recurring literary language in stories and poetry 1f. discussing their favourite words and phrases

SUM2	WK1	WK2	WK3	WK4	WK5	WK6
Text	The Lighthouse Keeper's Lunch	Stella and The Seagull	Chocolate Cake poem The Seagull poem			
Reading To Learn (non-fiction)						
Strategies						
Summarise						
Predict						
Clarify						
Question						
Vocabulary						
National Curriculum Coverage	All fiction texts will cover: Y2 1a, 1c (and through our writing curriculum), 1f (and the wider curriculum), 2a, 2b, 3, 4 All non-fiction texts will cover: 1d					
Comprehension						