	English Overview - Reading: Comprehension						
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6		
English Genre Based Projects: Stories with a familiar	English Genre Based Projects: Poems - pattern (Y1/2)	English Genre Based Projects: Information texts (Y1/2)	English Genre Based Projects: Traditional tales (Y1/2)	English Genre Based Projects: Cultural traditional tales	English Genre Based Projects: Fantasy worlds (Y1/2)		
setting (Y1/2) Instructions/labels (Y2) Sense poems (Y1) Acrostic poems (Y2)	Recount (Y1/2)  Narrative recount (Y1/2)	Fantasy stories (Y1) Diary (Y2)	Traditional fales (71/2)	(Y1/2) Non chronological reports (Y1/2)	Diary extracts (Y1/2) Poems - rhyme (Y1/2)		
develop pleasure in reading, motivation to read, vocabulary and understanding by:  I listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently understand both the books they can already read accurately and fluently and those they listen to by:  drawing on what they already known 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 discussing the significance of the title and events  participate in discussion about what is read to them, taking turns and listening to what others say  .	read, vocabulary and understanding by:  • listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently  • being encouraged to link what they read or hear read to their own experiences  • learning to appreciate rhyme and poems, and to recite some by heart  • understand both the books they can already read accurately and fluently and those 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	develop pleasure in reading, motivation to read, vocabulary and understanding by:  • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently  • being encouraged to link what they read or hear read to their own experiences  • learning to appreciate rhyme and poems, and to recite some by heart  • understand both the books they can already read accurately and fluently and those 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  • discussing the significance of the title and events  participate in discussion about what is read to them, taking turns and listening to what others say	develop pleasure in reading, motivation to read, vocabulary and understanding by:  Ilistening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently  being encouraged to link what they read or hear read to their own experiences  becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics  recognising and joining in with predictable phrases  learning to appreciate rhyme and poems, and to recite some by heart  understand both the books they can already read accurately and fluently and those 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 discussing the significance of the title and events  making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read	develop pleasure in reading, motivation to read, vocabulary and understanding by:  Iistening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently  being encouraged to link what they read or hear read to their own experiences  becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics  recognising and joining in with predictable phrases  learning to appreciate rhyme and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known  understand both the books they can already read accurately and fluently and those 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 discussing the significance of the title and events  making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far	develop pleasure in reading, motivation to read, vocabulary and understanding by:  Ilistening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently  being encouraged to link what they read or hear read to their own experiences  becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics  recognising and joining in with predictable phrases  learning to appreciate rhyme and poems, and to recite some by heart  discussing word meanings, linking new meanings to those already known  understand both the books they can already read accurately and fluently and those 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  discussing the significance of the title and events  making inferences on the basis of what is being said and done		

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						predicting what might happen on
				participate in discussion about what is	participate in discussion about what is	the basis of what has been read
				read to them, taking turns and	read to them, taking turns and listening	so far
				listening to what others say	to what others say	
					explain clearly their understanding of	participate in discussion about what is
					what is read to them.	read to them, taking turns and listening
						to what others say
						explain clearly their understanding of
						what is read to them.
У2	develop pleasure in reading, motivation to	develop pleasure in reading, motivation to	develop pleasure in reading, motivation	develop pleasure in reading, motivation	develop pleasure in reading, motivation to	develop pleasure in reading, motivation
-	read, vocabulary and understanding by:	read, vocabulary and understanding by:	to read, vocabulary and understanding	to read, vocabulary and understanding	read, vocabulary and understanding by:	to read, vocabulary and understanding
	listening to, discussing and	listening to, discussing and	by:	by:	listening to, discussing and	by:
	expressing views about a wide	expressing views about a wide	listening to, discussing and	listening to, discussing and	expressing views about a wide	listening to, discussing and
	range of contemporary and classic	range of contemporary and classic	expressing views about a wide	expressing views about a wide	range of contemporary and classic	expressing views about a wide
	poetry, stories and non-fiction at a	poetry, stories and non-fiction at a	range of contemporary and	range of contemporary and	poetry, stories and non-fiction at a	range of contemporary and
	level beyond that at which they	level beyond that at which they	classic poetry, stories and non-	classic poetry, stories and non-	level beyond that at which they	classic poetry, stories and non-
	can read independently	can read independently	fiction at a level beyond that at	fiction at a level beyond that at	can read independently	fiction at a level beyond that at
	discussing their favourite words	discussing their favourite words	which they can read	which they can read	discussing the sequence of events	which they can read
	and phrases	and phrases	independently	independently	in books and how items of	independently
		continuing to build up a repertoire	discussing their favourite words	discussing the sequence of	information are related	discussing the sequence of
	understand both the books that they can	of poems learnt by heart,	and phrases	events in books and how items	becoming increasingly familiar with	events in books and how items of
	already read accurately and fluently and	appreciating these and reciting	being introduced to non-fiction	of information are related	and retelling a wider range of	information are related
	those that they listen to by:	some, with appropriate intonation	books that are structured in	becoming increasingly familiar	stories, fairy stories and	becoming increasingly familiar
	drawing on what they already know	to make the meaning clear	different ways	with and retelling a wider range	traditional tales	with and retelling a wider range
	or on background information and		<ul> <li>continuing to build up a</li> </ul>	of stories, fairy stories and	being introduced to non-fiction	of stories, fairy stories and
	vocabulary provided by the	understand both the books that they can	repertoire of poems learnt by	traditional tales	books that are structured in	traditional tales
	teacher	already read accurately and fluently and	heart, appreciating these and	being introduced to non-fiction	different ways	being introduced to non-fiction
	answering and asking questions	those that they listen to by:	reciting some, with appropriate	books that are structured in	<ul> <li>recognising simple recurring</li> </ul>	books that are structured in
		drawing on what they already know	intonation to make the meaning	different ways	literary language in stories and	different ways
	participate in discussion about books, poems	or on background information and	clear	<ul> <li>recognising simple recurring</li> </ul>	poetry	<ul> <li>recognising simple recurring</li> </ul>
	and other works that are read to them and	vocabulary provided by the	discussing the sequence of	literary language in stories and	<ul> <li>discussing and clarifying the</li> </ul>	literary language in stories and
	those that they can read for themselves,	teacher	events in books and how items	poetry	meanings of words, linking new	poetry
	taking turns and listening to what others	answering and asking questions	of information are related	discussing their favourite words	meanings to known vocabulary	discussing and clarifying the
	say			and phrases	discussing their favourite words	meanings of words, linking new
		participate in discussion about books, poems	understand both the books that they	continuing to build up a	and phrases	meanings to known vocabulary
		and other works that are read to them and	can already read accurately and	repertoire of poems learnt by	continuing to build up a repertoire	discussing their favourite words
		those that they can read for themselves,	fluently and those that they listen to	heart, appreciating these and	of poems learnt by heart,	and phrases
		taking turns and listening to what others	by:	reciting some, with appropriate	appreciating these and reciting	continuing to build up a
		say	<ul> <li>drawing on what they already</li> </ul>	intonation to make the meaning	some, with appropriate intonation	repertoire of poems learnt by
			know or on background	clear	to make the meaning clear	heart, appreciating these and
			information and vocabulary	•		reciting some, with appropriate
			provided by the teacher	understand both the books that they	understand both the books that they can	intonation to make the meaning
			<ul> <li>answering and asking questions</li> </ul>	can already read accurately and	already read accurately and fluently and	clear
				fluently and those that they listen to	those that they listen to by:	
			participate in discussion about books,	by:	drawing on what they already know	understand both the books that they
			poems and other works that are read to	<ul> <li>drawing on what they already</li> </ul>	or on background information and	can already read accurately and fluently
			them and those that they can read for	know or on background	vocabulary provided by the	and those that they listen to by:
			themselves, taking turns and listening to	information and vocabulary	teacher	drawing on what they already
			what others say	provided by the teacher	<ul> <li>checking that the text makes</li> </ul>	know or on background
				<ul> <li>making inferences on the basis</li> </ul>	sense to them as they read and	information and vocabulary
				of what is being said and done	correcting inaccurate reading	provided by the teacher
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answering and asking questions

making inferences on the basis of

checking that the text makes

		predicting what might happen on	what is being said and done	sense to them as they read and
		the basis of what has been read	<u> </u>	correcting inaccurate reading
			answering and asking questions	,
		so far	<ul> <li>predicting what might happen on</li> </ul>	<ul> <li>making inferences on the basis of</li> </ul>
		participate in discussion about books,	the basis of what has been read so	what is being said and done
		poems and other works that are read to	far	<ul> <li>answering and asking questions</li> </ul>
		them and those that they can read for	participate in discussion about books, poems	<ul> <li>predicting what might happen on</li> </ul>
		themselves, taking turns and listening to	and other works that are read to them and	the basis of what has been read
		what others say	those that they can read for themselves,	so far
			taking turns and listening to what others	participate in discussion about books,
			say	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