Curriculum Progression Map - English Comprehension

Year group	Term	Week	Knowledge and skills	Key vocabulary
Reception	Autumn 1	Ongoing	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Anticipate - where appropriate - key events in stories; To listen to and talk about stories to build up the familiarity and understanding Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Why? What? When? Who? How? Where? Do you think? I wonder?
		1	Baseline To listen to and talk about stories to build up the familiarity and understanding Take part in simple pretend play, using an object to represent something else even though they are not similar. Engage in story times. Little Wandle weekly reading sessions	
		2	Baseline To listen to and talk about stories to build up the familiarity and understanding Take part in simple pretend play, using an object to represent something else even though they are not similar. Engage in story times. Little Wandle weekly reading sessions	
		3	Baseline To listen to and talk about stories to build up the familiarity and understanding Take part in simple pretend play, using an object to represent something else even though they are not similar. Engage in story times. Little Wandle weekly reading sessions	
		4	Baseline	

			To listen to and talk about stories to build up the familiarity and understanding Take part in simple pretend play, using an object to represent something else even though they are not similar. Engage in story times. Little Wandle weekly reading sessions	
		5	Baseline To listen to and talk about stories to build up the familiarity and understanding Take part in simple pretend play, using an object to represent something else even though they are not similar. Engage in story times. Little Wandle weekly reading sessions	
		6	Baseline To listen to and talk about stories to build up the familiarity and understanding Take part in simple pretend play, using an object to represent something else even though they are not similar. Engage in story times. Little Wandle weekly reading sessions	
Year 1	Autumn 1	Ongoing	To retell familiar stories in increasing detail. To recognise and join in with predictable phrases To join in with discussions about a text, taking turns and listening to what others say To discuss the significance of titles and events. To check that a text makes sense to them as they read and to self- correct. Explain clearly their understanding of what is read to them To draw on what they already know or on background information and vocabulary provided by the teacher	Why? What? When? Who? How? Where? Do you think? I wonder?
		1	Discussion of stories linked to English texts	

			Little Wandle reading lessons	
		2	Discussion of stories linked to English texts Little Wandle reading lessons	
		3	Discussion of stories linked to English texts Little Wandle reading lessons	
		4	Discussion of stories linked to English texts Little Wandle reading lessons	
		5	Discussion of stories linked to English texts Little Wandle reading lessons	
		6	Discussion of stories linked to English texts Little Wandle reading lessons	
Year 2	Autumn 1	Ongoing	To listen 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 To discuss the sequence of events in books and how items of information are related To draw on what they already know or on background information and vocabulary provided by the teacher To check that the text makes sense to them as they read, and correcting inaccurate reading To make inferences on the basis of what is being said and done To answer and asking questions To predict what might happen on the basis of what has been read so far	Why? What? When? Who? How? Where? Do you think? I wonder?
		1	Phase 5 comprehension tasks To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.	

			To check that the text makes sense to them as they read and to correct inaccurate reading. To discuss the sequence of events in books and how items of information are related. Little Wandle Reading lessons	
		2	Phase 5 comprehension tasks To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading. To discuss the sequence of events in books and how items of information are related. Little Wandle Reading lessons	
		3	Phase 5 comprehension tasks To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading. To discuss the sequence of events in books and how items of information are related. Little Wandle Reading lessons	
		4	Phase 5 comprehension tasks To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.	

			To check that the text makes sense to them as they read and to correct inaccurate reading. To discuss the sequence of events in books and how items of information are related. Little Wandle Reading lessons	
		5	Phase 5 comprehension tasks To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading. To discuss the sequence of events in books and how items of information are related. Little Wandle Reading lessons	
		6	Phase 5 comprehension tasks To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading. To discuss the sequence of events in books and how items of information are related. Little Wandle Reading lessons	
Reception	Autumn 2	Ongoing	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Anticipate – where appropriate – key events in stories To listen to and talk about stories to build up the familiarity and understanding Take part in simple pretend play, using an object to represent something else even though they are not similar.	Why? What? When? Who? How? Where? Do you think? I wonder?

			Enjoy listening to longer stories and can remember much of what happens Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Engage in story times. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	
		1	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with their peers and their teacher. Anticipate (where appropriate) key events in stories. Little Wandle Weekly Reading lessons	
		2	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with their peers and their teacher. Anticipate (where appropriate) key events in stories. Little Wandle Weekly Reading lessons	
		3	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make use of props and materials when role playing characters in narratives and stories.	

			Invent, adapt and recount narratives and stories with their peers and their teacher. Anticipate (where appropriate) key events in stories. Little Wandle Weekly Reading lessons	
		4	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with their peers and their teacher. Anticipate (where appropriate) key events in stories. Little Wandle Weekly Reading lessons	
		5	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with their peers and their teacher. Anticipate (where appropriate) key events in stories. Little Wandle Weekly Reading lessons	
		6	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with their peers and their teacher.	

Curriculum Progression Map – English Comprehension

			Anticipate (where appropriate) key events in stories. Little Wandle Weekly Reading lessons	
Year 1	Autumn 2	Ongoing	Be very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics To retell familiar stories in increasing detail To recognise and join in with predictable phrases To join in with discussions about a text, taking turns and listening to what others say To discuss the significance of titles and events. To check that a text makes sense to them as they read and to self- correct. Explain clearly their understanding of what is read to them To draw on what they already know or on background information and vocabulary provided by the teacher To link what they have read or have read to them to their own experiences. To predict what might happen on the basis of what has been read so far.	Why? What? When? Who? How? Where? Do you think? I wonder?
		1	Discussion of stories linked to English texts Read and Draw activities Little Wandle Reading Lessons	
		2	Discussion of stories linked to English texts Read and Draw activities Little Wandle Reading Lessons	
		3	Discussion of stories linked to English texts Read and Draw activities Little Wandle Reading Lessons	
		4	Discussion of stories linked to English texts Read and Draw activities Little Wandle Reading Lessons	

		5	Discussion of stories linked to English texts Read and Draw activities Little Wandle Reading Lessons	
		6	Discussion of stories linked to English texts Read and Draw activities Little Wandle Reading Lessons	
Year 2	Autumn 2	Ongoing	To draw on what they already know or on background information and vocabulary provided by the teacher To check that the text makes sense to them as they read, and correcting inaccurate reading To make inferences on the basis of what is being said and done To answer and asking questions To predict what might happen on the basis of what has been read so far To listen 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 To discuss the sequence of events in books and how items of information are related To recognise simple recurring literary language in stories and poetry To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear To 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 To explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves To discuss their favourite words and phrases	Why? What? When? Who? How? Where? Do you think? I wonder?

		1	Comprehension tasks To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently). Little Wandle weekly reading sessions	
		2	Comprehension tasks To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently). Little Wandle weekly reading sessions	
		3	Comprehension tasks To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently). Little Wandle weekly reading sessions	
		4	Comprehension tasks To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently). Little Wandle weekly reading sessions	
		5	Comprehension tasks To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text.	

			To make links between the text they are reading and other texts they have read (in texts that they can read independently). Little Wandle weekly reading sessions	
		6	Comprehension tasks To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently). Little Wandle weekly reading sessions	
Reception	Spring 1	Ongoing	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Anticipate – where appropriate – key events in stories To listen to and talk about stories to build up the familiarity and understanding Take part in simple pretend play, using an object to represent something else even though they are not similar. Enjoy listening to longer stories and can remember much of what happens Poems and rhymes - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Engage in story times. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Sing a large repertoire of songs Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Learn and use new vocabulary throughout the day.	Why? What? When? Who? How? Where? Do you think? I wonder?
		1	Poems and rhymes - Learn rhymes, poems and songs. To develop story lines in their pretend play	

			Engage in extended conversations about stories, learning new vocabulary. Learn and use new vocabulary throughout the day. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Little Wandle weekly reading sessions	
		2	Poems and rhymes - Learn rhymes, poems and songs. To develop story lines in their pretend play Engage in extended conversations about stories, learning new vocabulary. Learn and use new vocabulary throughout the day. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Little Wandle weekly reading sessions	
		3	Poems and rhymes - Learn rhymes, poems and songs. To develop story lines in their pretend play Engage in extended conversations about stories, learning new vocabulary. Learn and use new vocabulary throughout the day. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Little Wandle weekly reading sessions	
		4	Poems and rhymes - Learn rhymes, poems and songs. To develop story lines in their pretend play Engage in extended conversations about stories, learning new vocabulary. Learn and use new vocabulary throughout the day. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Little Wandle weekly reading sessions	
		5	Poems and rhymes - Learn rhymes, poems and songs. To develop story lines in their pretend play Engage in extended conversations about stories, learning new vocabulary. Learn and use new vocabulary throughout the day.	

			Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Little Wandle weekly reading sessions	
		6	Poems and rhymes - Learn rhymes, poems and songs· To develop story lines in their pretend play Engage in extended conversations about stories, learning new vocabulary· Learn and use new vocabulary throughout the day· Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Little Wandle weekly reading sessions	
Year 1	Spring 1	Ongoing	Be very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics To retell familiar stories in increasing detail· To recognise and join in with predictable phrases To join in with discussions about a text, taking turns and listening to what others say To discuss the significance of titles and events· To check that a text makes sense to them as they read and to self- correct· Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions· Explain clearly their understanding of what is read to them To draw on what they already know or on background information and vocabulary provided by the teacher To link what they have read or have read to them to their own experiences· To predict what might happen on the basis of what has been read so far· To link what they have read or have read to them to their own experiences· To join in with discussions about a text/story, taking turns and listening to what others say· To discuss word meaning and link new meanings to those already known·	Why? What? When? Who? How? Where? Do you think? I wonder?

			To begin to make simple inferences on the basis of what is being said or done To learn to appreciate rhymes and poems, and to recite some by heart·	
		1	Discussion of stories linked to English texts Read and Draw activities Little Wandle weekly reading sessions	
		2	Discussion of stories linked to English texts Read and Draw activities Little Wandle weekly reading sessions	
		3	Discussion of stories linked to English texts Read and Draw activities Little Wandle weekly reading sessions	
		4	Discussion of stories linked to English texts Read and Draw activities Little Wandle weekly reading sessions	
		5	Discussion of stories linked to English texts Read and Draw activities Little Wandle weekly reading sessions	
		6	Discussion of stories linked to English texts Read and Draw activities Little Wandle weekly reading sessions	
Year 2	Spring 1	Ongoing	To draw on what they already know or on background information and vocabulary provided by the teacher To check that the text makes sense to them as they read, and correcting inaccurate reading To make inferences on the basis of what is being said and done To answer and asking questions To predict what might happen on the basis of what has been read so far	Why? What? When? Who? How? Where? Do you think? I wonder?

			To listen 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 To discuss the sequence of events in books and how items of information are related To recognise simple recurring literary language in stories and poetry To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear To 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 To explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves To discuss their favourite words and phrases	
		1	Head start comprehension To recognise simple recurring literary language in stories and poetry· To ask and answer questions about a text· To make links between the text they are reading and other texts they have read (in texts that they can read independently)· Little Wandle weekly reading sessions	
		2	Head start comprehension To recognise simple recurring literary language in stories and poetry· To ask and answer questions about a text· To make links between the text they are reading and other texts they have read (in texts that they can read independently)· Little Wandle weekly reading sessions	
		3	Head start comprehension	

			To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently). Little Wandle weekly reading sessions	
		4	Head start comprehension To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently). Little Wandle weekly reading sessions	
		5	Head start comprehension To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently). Little Wandle weekly reading sessions	
		6	Head start comprehension To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently). Little Wandle weekly reading sessions	
Reception	Spring 2	Ongoing	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Anticipate – where appropriate – key events in stories To listen to and talk about stories to build up the familiarity and understanding	Why? What? When? Who? How? Where? Do you think? I wonder?

			Take part in simple pretend play, using an object to represent something else even though they are not similar. Enjoy listening to longer stories and can remember much of what happens Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. Engage in story times. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Sing a large repertoire of songs Learn and use new vocabulary throughout the day. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.	
		1	Nursery rhymes – Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Remember and sing entire songs. Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. Sing in a group or on their own, increasingly matching the pitch and following the melody. Little Wandle Weekly Reading sessions	
		2	Nursery rhymes – Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	

			Remember and sing entire songs. Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. Sing in a group or on their own, increasingly matching the pitch and following the melody. Little Wandle Weekly Reading sessions	
		3	Nursery rhymes - Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Remember and sing entire songs. Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. Sing in a group or on their own, increasingly matching the pitch and following the melody. Little Wandle Weekly Reading sessions	
		4	Nursery rhymes - Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Remember and sing entire songs. Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. Sing in a group or on their own, increasingly matching the pitch and following the melody. Little Wandle Weekly Reading sessions	
		5	Nursery rhymes - Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Remember and sing entire songs. Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.	

			Sing in a group or on their own, increasingly matching the pitch and following the melody. Little Wandle Weekly Reading sessions	
		6	Nursery rhymes - Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Remember and sing entire songs. Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. Sing in a group or on their own, increasingly matching the pitch and following the melody. Little Wandle Weekly Reading sessions	
Year 1	Spring 2	Ongoing	Be very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics To retell familiar stories in increasing detail. To recognise and join in with predictable phrases To join in with discussions about a text, taking turns and listening to what others say To discuss the significance of titles and events. To check that a text makes sense to them as they read and to self- correct. Explain clearly their understanding of what is read to them To draw on what they already know or on background information and vocabulary provided by the teacher To link what they have read or have read to them to their own experiences. To predict what might happen on the basis of what has been read so far. To link what they have read or have read to them to their own experiences. To join in with discussions about a text/story, taking turns and listening to what others say.	Why? What? When? Who? How? Where? Do you think? I wonder?

			To discuss word meaning and link new meanings to those already known. To begin to make simple inferences on the basis of what is being said or done To learn to appreciate rhymes and poems, and to recite some by heart.	
		1	Discuss stories read Read and draw activities Little Wandle weekly reading sessions	
		2	Discuss stories read Read and draw activities Little Wandle weekly reading sessions	
		3	Discuss stories read Read and draw activities Little Wandle weekly reading sessions	
		4	Discuss stories read Read and draw activities Little Wandle weekly reading sessions	
		5	Discuss stories read Read and draw activities Little Wandle weekly reading sessions	
		6	Discuss stories read Read and draw activities Little Wandle weekly reading sessions	
Year 2	Spring 2	Ongoing	To draw on what they already know or on background information and vocabulary provided by the teacher To check that the text makes sense to them as they read, and correcting inaccurate reading To make inferences on the basis of what is being said and done To answer and asking questions	Why? What? When? Who? How? Where? Do you think? I wonder?

			To predict what might happen on the basis of what has been read so far To listen 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 To discuss the sequence of events in books and how items of information are related To recognise simple recurring literary language in stories and poetry To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear To 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 To explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves To discuss their favourite words and phrases Intermittent end of Key stage 1 practice question styles	
		1	Comprehension tasks To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases. To recognise that non- fiction books are often structured in different ways. Little Wandle weekly reading sessions	
		2	Comprehension tasks To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases. To recognise that non- fiction books are often structured in different ways.	

			Little Wandle weekly reading sessions	
		3	Comprehension tasks To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases. To recognise that non- fiction books are often structured in different ways. Little Wandle weekly reading sessions	
		4	Comprehension tasks To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases. To recognise that non- fiction books are often structured in different ways. Little Wandle weekly reading sessions	
		5	Comprehension tasks To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases. To recognise that non- fiction books are often structured in different ways. Little Wandle weekly reading sessions	
		6	Comprehension tasks To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases. To recognise that non- fiction books are often structured in different ways. Little Wandle weekly reading sessions	
Reception	Summer 1	Ongoing	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Anticipate – where appropriate – key events in stories	Why? What? When? Who? How?

			To listen to and talk about stories to build up the familiarity and understanding Take part in simple pretend play, using an object to represent something else even though they are not similar. Enjoy listening to longer stories and can remember much of what happens Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. Engage in story times. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Learn and use new vocabulary throughout the day. Sing a large repertoire of songs Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;	Where? Do you think? I wonder?
		1	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Compare and contrast characters from stories, including figures from the past. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Little Wandle weekly reading sessions	
		2	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	

			Compare and contrast characters from stories, including figures from the past. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Little Wandle weekly reading sessions	
		3	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Compare and contrast characters from stories, including figures from the past. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Little Wandle weekly reading sessions	
		4	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Compare and contrast characters from stories, including figures from the past. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Little Wandle weekly reading sessions	
		5	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Compare and contrast characters from stories, including figures from the past. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Little Wandle weekly reading sessions	
		6	Engage in non-fiction books.	

			Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Compare and contrast characters from stories, including figures from the past. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Little Wandle weekly reading sessions	
Year 1	Summer 1	Ongoing	Be very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics To retell familiar stories in increasing detail. To recognise and join in with predictable phrases To join in with discussions about a text, taking turns and listening to what others say To discuss the significance of titles and events. To check that a text makes sense to them as they read and to self- correct. Explain clearly their understanding of what is read to them To draw on what they already know or on background information and vocabulary provided by the teacher To link what they have read or have read to them to their own experiences. To predict what might happen on the basis of what has been read so far. To link what they have read or have read to them to their own experiences. To discuss word meaning and link new meanings to those already known. To begin to make simple inferences on the basis of what is being said or done To learn to appreciate rhymes and poems, and to recite some by heart. To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.	Why? What? When? Who? How? Where? Do you think? I wonder?
		1	Discussion of stories read Read and Draw activities	

			Little Wandle weekly reading sessions	
		2	Discussion of stories read Read and Draw activities Little Wandle weekly reading sessions	
		3	Discussion of stories read Read and Draw activities Little Wandle weekly reading sessions	
		4	Discussion of stories read Read and Draw activities Little Wandle weekly reading sessions	
		5	Discussion of stories read Read and Draw activities Little Wandle weekly reading sessions	
		6	Discussion of stories read Read and Draw activities Little Wandle weekly reading sessions	
Year 2	Summer 1	Ongoing	To draw on what they already know or on background information and vocabulary provided by the teacher To check that the text makes sense to them as they read, and correcting inaccurate reading To make inferences on the basis of what is being said and done To answer and asking questions To predict what might happen on the basis of what has been read so far To listen 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	Why? What? When? Who? How? Where? Do you think? I wonder?

			To discuss the sequence of events in books and how items of information are related To recognise simple recurring literary language in stories and poetry To 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 To explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves To discuss their favourite words and phrases End of Key Stage Assessments (May)	
		1	Comprehension tasks – Key Comprehension To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases. To recognise that non- fiction books are often structured in different ways. To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text. Little Wandle weekly reading sessions	
		2	Comprehension tasks – Key Comprehension To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases. To recognise that non- fiction books are often structured in different ways. To make inferences on the basis of what is being said and done.	

			To predict what might happen on the basis of what has been read so far in a text. Little Wandle weekly reading sessions	
		3	Comprehension tasks – Key Comprehension To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases. To recognise that non- fiction books are often structured in different ways. To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text. Little Wandle weekly reading sessions	
		4	Comprehension tasks – Key Comprehension To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases. To recognise that non- fiction books are often structured in different ways. To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text. Little Wandle weekly reading sessions	
		5	Comprehension tasks – Key Comprehension To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases. To recognise that non- fiction books are often structured in different ways. To make inferences on the basis of what is being said and done.	

			To predict what might happen on the basis of what has been read so far in a text. Little Wandle weekly reading sessionsTo predict what might happen on the basis of what has been read so far in a text.	
		6	Comprehension tasks – Key Comprehension To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases. To recognise that non- fiction books are often structured in different ways. To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text. Little Wandle weekly reading sessions	
Reception	Summer 2	Ongoing	Anticipate – where appropriate – key events in stories To listen to and talk about stories to build up the familiarity and understanding Take part in simple pretend play, using an object to represent something else even though they are not similar. Enjoy listening to longer stories and can remember much of what happens Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. Engage in story times. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Learn and use new vocabulary throughout the day.	Why? What? When? Who? How? Where? Do you think? I wonder?

			Sing a large repertoire of songs Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;	
		1	Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Compare and contrast characters from stories, including figures from the past. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Little Wandle weekly reading sessions	
		2	Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Compare and contrast characters from stories, including figures from the past. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	

			Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Little Wandle weekly reading sessions	
		3	Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Compare and contrast characters from stories, including figures from the past. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Little Wandle weekly reading sessions	
		4	Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Compare and contrast characters from stories, including figures from the past. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	

			Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Little Wandle weekly reading sessions	
		5	Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Compare and contrast characters from stories, including figures from the past. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Little Wandle weekly reading sessions	
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			Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play· Little Wandle weekly reading sessions	
Year 1	Summer 2	Ongoing	Be very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics To retell familiar stories in increasing detail To recognise and join in with predictable phrases To join in with discussions about a text, taking turns and listening to what others say To discuss the significance of titles and events· To check that a text makes sense to them as they read and to self- correct· Explain clearly their understanding of what is read to them To draw on what they already know or on background information and vocabulary provided by the teacher To link what they have read or have read to them to their own experiences· To predict what might happen on the basis of what has been read so far· To link what they have read or have read to them to their own experiences· To discuss word meaning and link new meanings to those already known· To begin to make simple inferences on the basis of what is being said or done To learn to appreciate rhymes and poems, and to recite some by heart· To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently·	Why? What? When? Who? How? Where? Do you think? I wonder?
		1	Discussion of stories Written comprehension tasks Little Wandle weekly reading sessions	
		2	Discussion of stories Written comprehension tasks	

			Little Wandle weekly reading sessions	
		3	Discussion of stories Written comprehension tasks Little Wandle weekly reading sessions	
		4	Discussion of stories Written comprehension tasks Little Wandle weekly reading sessions	
		5	Discussion of stories Written comprehension tasks Little Wandle weekly reading sessions	
		6	Discussion of stories Written comprehension tasks Little Wandle weekly reading sessions	
Year 2	Summer 2	Ongoing	To draw on what they already know or on background information and vocabulary provided by the teacher To check that the text makes sense to them as they read, and correcting inaccurate reading To make inferences on the basis of what is being said and done To answer and asking questions To predict what might happen on the basis of what has been read so far To listen 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 To discuss the sequence of events in books and how items of information are related To recognise simple recurring literary language in stories and poetry	Why? What? When? Who? How? Where? Do you think? I wonder?

			To 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 To explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves To discuss their favourite words and phrases	
		1	Comprehension – Key Comprehension To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales· To make inferences on the basis of what is being said and done· To predict what might happen on the basis of what has been read so far in a text· To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views· Little Wandle weekly reading sessions	
		2	Comprehension – Key Comprehension To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales· To make inferences on the basis of what is being said and done· To predict what might happen on the basis of what has been read so far in a text· To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views·	

			Little Wandle weekly reading sessions	
		3	Comprehension - Key Comprehension To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales· To make inferences on the basis of what is being said and done· To predict what might happen on the basis of what has been read so far in a text· To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views· Little Wandle weekly reading sessions	
		4	Comprehension - Key Comprehension To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales· To make inferences on the basis of what is being said and done· To predict what might happen on the basis of what has been read so far in a text· To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views· Little Wandle weekly reading sessions	
		5	Comprehension - Key Comprehension To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales· To make inferences on the basis of what is being said and done·	

			To predict what might happen on the basis of what has been read so far in a text· To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views· Little Wandle weekly reading sessions	
		6	Comprehension – Key Comprehension To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales· To make inferences on the basis of what is being said and done· To predict what might happen on the basis of what has been read so far in a text· To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views· Little Wandle weekly reading sessions	