

Rationale

- Comprehension starts basic- retrieval/ retelling and builds up to inference and higher order reading skills.
- More statements about texts that they have listened to/ beyond what they can read independently

Reception – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	<p>Texts are used as a point of discussion Shows interests in illustrations</p>						<p>Texts are used as a point of discussion Describe the main settings and characters Shows interests in illustrations</p>					
Spring	<p>Texts are used as a point of discussion Describe the main settings and characters Shows interests in illustrations Can answer simple retrieval questions</p>						<p>Texts are used as a point of discussion Describe the main settings and characters Shows interests in illustrations Can answer simple retrieval questions</p>					
Summer	<p>Texts are used as a point of discussion Describe the main settings and characters Shows interests in illustrations Can answer simple retrieval questions Infer information</p>						<p>Texts are used as a point of discussion Describe the main settings and characters Shows interests in illustrations Can answer simple retrieval questions Infer information</p>					

Year 1 – Shared Reading Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	<p>Develop pleasure in reading by listening to a wide range of texts and talking about them with others Retell traditional tales/ fairy stories Explain understanding of texts that have been read</p>						<p>Develop pleasure in reading by listening to a wide range of texts and talking about them with others Retell traditional tales/ fairy stories Talk about title and events</p>					
Spring	<p>Develop pleasure in reading by listening to a wide range of texts and talking about them with others Link books listened too to own experiences Use what I have heard read to understand the text</p>						<p>Develop pleasure in reading by listening to a wide range of texts and talking about them with others Explain the meaning of words and link the meaning of new words Predicting</p>					
Summer	<p>Develop pleasure in reading by listening to a wide range of texts and talking about them with others Discuss poetry and rhymes Recite poetry</p>						<p>Develop pleasure in reading by listening to a wide range of texts and talking about them with others Talk about title and events Character Feelings</p>					

Year 2 – Shared Reading Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	<p>Develop pleasure in reading by listening to, discussing and expressing views on a wide range of texts beyond those that can be read independently (TT)</p> <p>Retell traditional tales/ fairy stories (TT)</p> <p>Recognising simple recurring literacy language (TT)</p>						<p>Discuss the sequence of events and how items of information are related (TT)</p> <p>Retell traditional tales/ fairy stories (TT)</p> <p>Explain what has happened so far in what they have read (TAF)</p> <p>Answer questions and make some inferences on the basis of what is said and done in a familiar book that is read to them (TAF)</p> <p>Understand books listened to by drawing on the background information and vocab provided by the teacher (TT)</p> <p>Answering and asking questions and making links between books (TT)</p>					
Spring	<p>Develop pleasure in reading by listening to, discussing and expressing views on a wide range of texts beyond those that can be read independently (TT)</p> <p>Discuss sequence of events and how items of information are related (TT)</p> <p>Explain what has happened so far in what they have read (TAF)</p> <p>Answer questions and make some inferences/ Make inferences based on what is being said and done (TAF)</p>						<p>Share opinions on poems (TT)</p> <p>Recite poems (TT)</p> <p>Recognising simple recurring literacy language (TT)</p> <p>Answer questions and make some inferences /</p> <p>Make inferences on the basis of what is being said and done (TAF)</p>					
Summer	<p>Greater Depth Statements below. E and WT chn should plug gaps.</p> <p>Understand books by making plausible predictions about what might happen based on what has been read (TT)</p> <p>Predict what might happen on the basis of what has been read so far (TAF)</p> <p>Recognise repeated themes and ideas in stories and poems (TT)</p> <p>Make links between the book they are reading and other books they have read (TAF)</p>						<p>Explain the meaning of new words and link to words already known (TT)</p> <p>Answering and asking questions and making links between books (TT)</p> <p>Share opinions on poems</p> <p>Recite poems</p>					

End of Year Expectations

EYFS

Dovers Expected:

Retell stories using their own words and recently introduced vocab.

Predict key events in the stories

Use recently taught vocabulary during discussions about stories

Answer retrieval questions about a text or picture

Year 1

Dovers Expected:

Link what they have read to their own experiences

Discuss the significance of title and events

Discuss word meanings

Dovers Exceeding:

Read for pleasure

Retell stories in detail

Answer some inference questions based on what is said and done

Make sensible predictions supported by evidence

Year 2

Dovers Expected:

Retell the story or recall information from the book

Self correct any inaccurate reading

Answer some inference questions about a text

Discuss and clarify word meanings

Dovers Exceeding:

Read for pleasure and share their opinions about a book

Discuss word meanings and link new meanings to known vocabulary

Make a plausible prediction about what might happen next

Make links between different books they have read

Make inferences about the text

Curriculum Enhancers

- Visit from an author (minimum once during their time at Dovers)
- Annual Book Week
- World Book Day
- Dedicated reading time in class- ERIC
- Year 2 reading to Ladybirds