

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Reading Comprehension</p> <p>Look at the types of questions on the reading progression document to see how the questioning changes/extends from half term to half term.</p> <p>WHITE & LIME BOOKS ON BUG CLUB</p>	<p>WHITE BOOKS</p> <p>LITERAL COMPREHENSION Participate in discussions about books they have listened to or read, recalling the story and making reference to significant events and characters.</p> <p>SEQUENCING Become increasingly familiar with wider range of stories, fairy stories and traditional tales and can retell these.</p> <p>INFORMATION RETRIEVAL With support, find specific information on a page of non-fiction text, often using features such as key words, headings, captions, etc. appropriately.</p> <p>MAKING INFERENCES Discuss why some events in a story are important and make simple links between items of information.</p> <p>PREDICTION Make a sensible prediction of what might happen and, when prompted, justify the prediction on the basis of what has happened so far in the story.</p> <p>PERSONAL RESPONSE AND EVALUATION OF A TEXT With support, use empathy to help them understand characters and their motivation.</p>	<p>WHITE BOOKS</p> <p>LITERAL COMPREHENSION Ask and answer questions about books they have listened to or read, often making links between one event or piece of information and another, and where necessary drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>SEQUENCING Demonstrate understanding of simple cause and effect in fiction and non-fiction texts, discussing sequence of events and explaining how items of information are related.</p> <p>ACCURACY Independently check text makes sense as they read, and correct inaccurate reading.</p> <p>MAKING INFERENCES Participate in discussions about books they have listened to or read, making inferences on the basis of what is said and done and listening to what others say.</p> <p>PERSONAL RESPONSE AND EVALUATION OF A TEXT Explain and discuss their understanding of books, poems and other material they have listened to or read, sometimes giving a more detailed account of</p>		<p>LIME BOOKS</p> <p>LITERAL COMPREHENSION Participate in discussions about books they have listened to or read, recalling the story and making reference to significant events and characters.</p> <p>SEQUENCING Become increasingly familiar with wider range of stories, fairy stories and traditional tales and can retell these.</p> <p>INFORMATION RETRIEVAL With support, find specific information on a page of non-fiction text, often using features such as key words, headings, captions, etc. appropriately.</p> <p>MAKING INFERENCES Discuss why some events in a story are important and make simple links between items of information.</p> <p>PREDICTION Make a sensible prediction of what might happen and, when prompted, justify the prediction on the basis of what has happened so far in the story.</p> <p>PERSONAL RESPONSE AND EVALUATION OF A TEXT With support, use empathy to help them understand characters and their motivation.</p> <p>LITERARY LANGUAGE</p>	<p>LIME BOOKS</p> <p>LITERAL COMPREHENSION Ask and answer questions about books they have listened to or read, often making links between one event or piece of information and another, and where necessary drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>SEQUENCING Demonstrate understanding of simple cause and effect in fiction and non-fiction texts, discussing sequence of events and explaining how items of information are related.</p> <p>ACCURACY Independently check text makes sense as they read, and correct inaccurate reading.</p> <p>MAKING INFERENCES Participate in discussions about books they have listened to or read, making inferences on the basis of what is said and done and listening to what others say.</p> <p>PERSONAL RESPONSE AND EVALUATION OF A TEXT Explain and discuss their understanding of books, poems and other material they have listened to or read, sometimes giving a more detailed account of their opinions.</p>	

	<p>LITERARY LANGUAGE Recognise interesting vocabulary in a text they have listened to or read.</p> <p>VOCABULARY DEVELOPMENT Discuss their favourite words and phrases.</p> <p>TEXT STRUCTURE With support, can sometimes comment on the appropriateness of the author's choice of title for a poem or story.</p>	<p>their opinions.</p> <p>PERFORMANCE Recite at least five poems by heart, adding appropriate intonation to make the meaning clear.</p> <p>LITERARY LANGUAGE Recognise simple recurring literary language in stories and poetry.</p> <p>VOCABULARY DEVELOPMENT Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>RANGE OF TEXTS Discuss and express views about a wide range of texts they have listened to.</p> <p>TEXT STRUCTURE Able to read a range of non-fiction texts structured in different ways.</p>		<p>Recognise interesting vocabulary in a text they have listened to or read.</p> <p>VOCABULARY DEVELOPMENT Discuss their favourite words and phrases.</p> <p>TEXT STRUCTURE With support, can sometimes comment on the appropriateness of the author's choice of title for a poem or story.</p>	<p>PERFORMANCE Recite at least five poems by heart, adding appropriate intonation to make the meaning clear.</p> <p>LITERARY LANGUAGE Recognise simple recurring literary language in stories and poetry.</p> <p>VOCABULARY DEVELOPMENT Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>RANGE OF TEXTS Discuss and express views about a wide range of texts they have listened to.</p> <p>TEXT STRUCTURE Able to read a range of non-fiction texts structured in different ways.</p>	
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