



Ropsley's Key Stage 1 and EYFS Reading Curriculum

We follow the Read, Write Inc. phonics programme at Ropsley school which begins as soon as children start in the Reception class. Alongside RWI, we use Talk for Writing and have a range of carefully chosen core texts (end of day) taken from Pie Corbett's Reading Spine. Each term's reading is carefully mapped out, with comprehension knowledge building term upon term and year upon year. We have identified how knowledge relates to past and future learning to help children build, connect and remember different aspects of the curriculum in the long term. This helps teachers to emphasise how knowledge is interconnected, enabling children to build a strong schema to remember more. We chose to break our substantive content knowledge into the following 9 key areas: Reading for Enjoyment, Text Structure, Understanding the Themes, Conventions and Content, Performance Poetry, Understanding Word Meanings, Understanding the Text, Inference and Prediction, Summarising, Navigating Texts.

When designing our Key Stage 1 Reading curriculum, we identified key concepts which run throughout our curriculum. These concepts help both teachers and children to group reading comprehension into more manageable units which helps to draw out the links between ideas and process-

Ropsley's School Curriculum Overview – Reading Yearly Expectations—Phonics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Set 1 sounds</p> <p>RWI Sound blending books</p>	<p>Set 1 sounds Set 1 digraphs</p> <p>RWI Ditty</p>	<p>Set 1 sounds Set 1 digraphs</p> <p>RWI Red</p>	<p>Set 2 sounds Set 1 digraphs</p> <p>RWI Green</p>	<p>Set 2 sounds</p> <p>RWI Green</p>	<p>Set 2 sounds</p> <p>RWI Green/Purple</p>
Y1	<p>Set 1 digraphs Set 2 digraphs and tri-graphs Set 3 digraphs and tri-graphs</p> <p>RWI Pink</p>	<p>Set 2 digraphs and trigraphs Set 3 digraphs and trigraphs</p> <p><i>RWI Orange</i></p>	<p>Set 3 digraphs and trigraphs</p> <p>Alternative graphemes taught</p> <p>RWI Yellow</p>	<p>Set 3 digraphs and trigraphs</p> <p>Highlighting within texts: Compound words Prefixes Suffixes Days of the week Plurals – s/es Contractions</p> <p>Alternative graphemes taught</p>	<p>Taught exclusively: Compound words Prefixes Suffixes Days of the week Plurals – s/es Contractions</p> <p>Alternative graphemes taught</p> <p>RWI Blue</p>	<p>Taught exclusively: Compound words Prefixes Suffixes Days of the week Plurals – s/es Contractions</p>
Y2	<p>Set 3 sounds Alternative graphemes</p> <p>RWI Blue/Grey</p>	<p><i>Multi syllabic words Words with suffixes</i></p> <p>RWI Blue/Grey</p>	<p>Beginning to read silently Reads CEW expected in Y2</p> <p><i>Multi syllabic words Words with suffixes</i></p> <p>RWI Comprehension RWI Grey</p>	<p>Beginning to read silently Reads CEW expected in Y2</p> <p><i>Multi syllabic words Words with suffixes</i></p> <p>RWI Grey</p>	<p>Beginning to read silently Reads CEW expected in Y2</p> <p>Reads texts fluently and confidently</p> <p>RWI Comprehension</p>	<p>Reads texts fluently and confidently</p> <p>RWI Comprehension</p>

	EYFS Core Texts					
	AUTUMN A	AUTUMN B	SPRING A	SPRING B	SUMMER A	SUMMER B
Read aloud <i>End of day stories</i> 15-20 minutes Pie Corbett's Reading Spine	Six Dinner Sid – Inga Moore Books about Starting School: <i>Starting School</i> <i>I'm Absolutely Too Small for School</i> <i>Splat the Cat</i>	Whatever next – Jill Murphy Goodnight moon – Margaret Wise-Brown Kipper's birthday	The Gruffalo – Julia Donaldson Harry and the bucketful of dinosaurs Mama Panya's Pancakes	On the way home – Jill Murphy Farmer Duck – Martin Waddell Rosie's Walk – Pat Hutchins What the ladybird heard	Shhh! – Sally Grindley Handa's hen—Eileen Browne Handa's noisy night—Eileen Browne	Mrs Armitage and the big wave – Quentin Blake Mr Gumpy's Outing – John Burningham The night pirates – Peter Harris
Core Texts 2/3 weekly Links to T4W units to English and cross curricular learning	<u>Traditional tales</u> Goldilocks and the 3 bears <i>T4W—Little red hen</i> <i>Cumulative tale</i> T4W—3 little pigs <i>Defeating the monster tale</i>	Bonfire Night—Hovis the Hedgehog <i>Diwali—Lighting a lamp</i> Alien Tea on planet Zum-Zee Christmas-nativity story	Rapunzel <i>Rags to Riches</i> Gingerbread Man <i>Journey story/Losing Tale</i> Chinese new year—Lanterns and Firecrackers	Pancake day – Mr Wolf's pancakes/ Hungry caterpillar <i>Change story</i> Easter story	Handa's Surprise – Eileen Browne (Africa) <i>Journey story</i> Bilal cooks daal (Pakistan) Walking through the jungle <i>Poem/rhyme</i>	Pirates love underpants – maps <i>Quest</i> Snail and the whale-Julia Donaldson <i>Journey story</i>
Poetry/books with repeated language/rhyme	Nursery rhyme + Themed songs <i>Dingle dangle scarecrow</i> <i>When Goldilocks went to the house of the bears</i> <i>5 little speckled frogs</i> Here we go round the mulberry bush Tommy thumb + RWI POETRY UNIT – Bed-time March-past	Nursery rhyme + Themed songs I'm a little hedgehog Rudolph the red nosed reindeer Twinkle, twinkle I'm a little teapot I'm a little diva lamp Jingle bells + RWI POETRY UNIT –Where am I?	Nursery rhyme + Themed songs Mother's Day song (You Are My Sunshine tune), Down In The Jungle Where Nobody Goes Dinosaurs Lived Long Ago The grand old duke of York + RWI POETRY UNIT – Cake-o-saurus	Nursery rhyme + Themed songs Old Macdonald Had A Farm, Hot Cross Buns (Easter), Five Little Chicks, Growing Plants song 5 little ducks (American) + RWI POETRY UNIT – The Tiger	Nursery rhyme + Themed songs The Wheels On The bus Pat-a- cake Sing a song of sixpence A tisket, a tasket + RWI POETRY UNIT - Zanzibar	Nursery rhyme + Themed songs We're Off On An Adventure (pirate song), Pirate Ship (When I was one...), I Do Like To Be Beside The Seaside 1, 2, 3, 4, 5... + RWI POETRY UNIT – Oh, oh the story man
Book to promote discussion. Celebrating diversity	Colour Monster Two Homes	Lighting a lamp Red rockets and rainbow jelly	Mama Panya's Pancakes Lanterns and firecrackers	The Artist who painted a blue horse (Eric Carle)	Mommy, Mama and ME	Rainbow Fish

	YEAR 1/2 Core Texts - YEAR A					
	AUTUMN A	AUTUMN B	SPRING A	SPRING B	SUMMER A	SUMMER B
Read aloud 15-20 minutes Pie Corbett's Reading Spine YEAR 1, YEAR 2	Peace at last – Jill Murphy The Flower – John Light	Can't you sleep little bear? Martin Waddell Emily Brown and the thing - Cressida Cowell	Elmer – David McKee The Hodgeheg – Dick King-Smith	The Elephant and the Bad baby – Elfrida Vipont and Raymond Briggs Amazing Grace – Mary Hoffman	Dogger – Shirley Hughes Gorilla – Anthony Browne	Where the Wild things are - Maurice The Giraffe the Pelly and Me – Roald Dahl
Talk 4 Writing Main text	Lost and Found (Change) – Oliver Jeffers	Paddington's day out (Diary Entry)	Little Charlie (Journey – T4W text)	The Elefog (Information - T4W text)	Chalk – Bill Tompson	Come to my land (Persuasive text)
T4W supporting text	The Adventures of Paddington Bear – Michael Bond		The Bog Baby (Journey) – Jeanne Willis		Where the Wild things are - Maurice	
T4W supporting traditional tale	Cinderella		Little Red Riding Hood		The Magic Paintbrush (Chinese tale)	
Stories with an important message	Beautiful Oops (resilience)	The Curious Garden (Making a difference)	Pumpkin Soup – Helen Cooper (friendship)	Tyrannosaurus drip – Julia Donaldson (differences)	Great Big Book of Families (Diversity)	Rhymes from around the World – Floella Benjamin
Class story for the year	There's only one you – Barney Salzburg					

Year 1 Rhymes—Year A

Poetry/books with repeated language/ rhyme	YEAR 1					
	Action/classic poems	Action/classic poems	Action/classic poems	Action/classic poems	Action/classic poems	Action/classic poems
	<i>Here's the lady's knives and forks</i> <i>Lavender's Blue</i> <i>London Bridge</i>	<i>Here's the Church and Here's the Steeple</i> <i>I had a little nut tree</i> <i>The cherry tree</i>	<i>My hands</i> <i>A Sailor Went to Sea Sea Sea</i> <i>Row Row Row Your Boat</i> Catch a fish	<i>I hear thunder</i> <i>Frere Jacques</i> Little Miss Muffet – English Lickle Miss Julie – Jamaican Little Miss Muffet – Australia Little Miss Tucket – American + Year 1 RWI POETRY UNIT – I've got a cold On the Ning-Nang-Nong—Spike Milligan	<i>The lion and the unicorn</i> <i>Mary had a little lamb</i>	Old King Cole <i>Grandma's glasses</i> <i>Foxy's Hole</i> + Year 1 RWI POETRY UNIT – The sound of music Playing games with dinosaurs—Jan Dean
	+ Year 1 RWI POETRY UNIT - Brother I had a little brother - Traditional version	+ Year 1 RWI POETRY UNIT – If I were a hawk Nut tree—Julia Donaldson	+ Year 1 RWI POETRY UNIT – Granny, Granny please comb my hair The owl and the pussycat—Edward Lear		+ Year 1 RWI POETRY UNIT – The monster under your bed	

EYFS

READING COMPREHENSION

KNOWLEDGE

EYFS READING OVERVIEW		
	Word Reading	Comprehension
Reception Year	<p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	-
Autumn Assessment	<p>Children can read set 1 RWI sounds.</p> <p>Children can read CV/VC/CVC words using set 1 sounds.</p> <p>Children can read CEW: I, a, at, am, Mum, Dad, the, and, it, is, in, on, no, go, dog, cat, can, up, big, get.</p> <p>(See Phonics Overview)</p>	<p>Children can join in with popular rhymes and repeated refrains.</p> <p>Children can retell the key events from a story.</p> <p>Children can sequence 3 pictures from a story.</p> <p>Children can retell a story from our core texts using props with support from an adult.</p>
Spring Assessment	<p>Children can read set 2 RWI sounds.</p> <p>Children can read 4 and 5 letter words with set 2 sounds in.</p> <p>Children can read CEW: you, yes, said, look, was, like, me, we, he, she, they, are, to, my.</p> <p>(See Phonics Overview)</p>	<p>Children can retell the beginning, middle and end of a story.</p> <p>Children can talk about events in the book by looking at the front cover.</p> <p>Children can retell a story from our core texts using props independently.</p>
Summer Assessment	<p>Children can read double consonant sounds.</p> <p>Children can read words with double consonant sounds in e.g tick, frog</p> <p>Children can read CEW: went, this, going, all, of, day, play, away, see.</p>	<p>Children can confidently retell a story using "book talk".</p> <p>Children make a sensible prediction about what might happen next in a story.</p> <p>Children can retell stories accurately from our core texts in their chosen play.</p>
ELGS	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Demonstrate understanding of what has been read to them by re-telling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>

YEAR 1

READING COMPREHENSION

KNOWLEDGE

	YEAR 1 READING COMPREHENSION KNOWLEDGE					
	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Pink RWI Model Text Magic Porridge Pot <i>Finding a magical object</i> <i>Instructions</i> How to make magic porridge	Orange RWI Model Text Kassim and the hungry fox <i>Journey</i> <i>Information</i> Animal World	YELLOW RWI Model Text The Enormous Turnip <i>Cumulative</i> <i>Persuasive Advert</i> <i>Turnip soup!</i>	Model Text The 3 wishes <i>Wishing Tale</i> <i>Instructions</i> How to cast a spell	Blue RWI Model text Jack and the Beanstalk <i>Defeating the monster</i> <i>Explanation Text</i> Why giants might be scary	Model Text Tiger who came to tea <i>Meeting Tale</i> <i>Discussion/Trial</i> <i>Should the tiger get arrested?</i>
WORD READING	Knows set 1 digraphs and half of set 2 digraphs (ay, ee, igh, ow, oo, oo)	Knows all of set 2 digraphs	Set 3 digraphs and trigraphs taught Alternative graphemes taught	Knows all Set 3 digraphs and trigraphs Highlighting within texts: Compound words Prefixes Suffixes Days of the week Plurals – s/es Contractions	Alternative graphemes taught Taught exclusively: Compound words Prefixes Suffixes Days of the week Plurals – s/es Contractions	
COMPREHENSION – READING FOR ENJOYMENT	make personal reading choices		make personal reading choices and simple comments about reading preferences (<i>e.g. say what they like/dislike about a text</i>)		link what they read or hear read to their own experiences	
COMPREHENSION – THE STRUCTURE OF TEXTS	discuss the sequence of events in stories and identify the beginning, middle and end sort non-fiction books into those with similar content/ structure		identify simple non-fiction features that support the structure of the text (e.g. labels, titles , captions)		distinguish the differences between fiction and non-fiction texts and discuss the different purposes for reading them	
COMPREHENSION - UNDERSTANDING THE TEXT	participate in discussion about what is read to them, taking turns and listen to what others say discuss the significance of the title and events		activate prior knowledge and draw on what they already know or on background information and vocabulary provided by the teacher explain clearly their understanding of what is read to them (e.g. give opinions about simple texts [e.g. Hansel was clever when he put stones in his pocket])		answer literal, inferential (see using inference and making predictions section) and evaluative comprehension questions Use active reading strategies including: checking that the text makes sense to them as they read; correcting inaccurate reading; asking questions (e.g. about things/words in the text they do not understand)	

	YEAR 1 READING COMPREHENSION KNOWLEDGE-CONTINUED		
COMPREHENSION - UNDERSTANDING THE THEMES, CONVENTIONS AND CONTENT OF TEXTS	Joins in with predictable phrases and story language <i>(e.g. typical phrases for fairy story openings, patterns and repetition to support oral retelling)</i> <i>Recognises main events in a story</i>	Recognises the elements of stories (<i>e.g. main events, main characters and whether they are good or bad, settings</i>) Talks about whether characters are good or bad Talks about settings describes these Retells key stories, fairy tales and traditional tales	Become very familiar with key stories, fairy stories and traditional tales, retell them and consider their particular characteristics and (retell in a range of contexts)
COMPREHENSION - PERFORMING POETRY/PLAYSCRIPTS <i>Completed during rhyme time sessions</i>	Imitate and invent actions to accompany poetry Beginning to perform poetry in unison, following a simple rhythm and keeping time	Learn to appreciate rhymes and poems, and to recite some by heart Is able to discuss a poem's pattern with repeating patterns or lines	Confidently discusses a poem's pattern and identifies rhymes and repetition
COMPREHENSION - UNDERSTANDING WORD MEANINGS	Starts to discuss the meanings of new words	Discusses the meanings of new words and vocabulary in the text they are reading	Links new vocabulary and new word meanings to those already known (Weekly in RWI vocab check)

	YEAR 1 READING COMPREHENSION KNOWLEDGE-CONTINUED					
COMPREHENSION - USING INFERENCE AND MAKING PREDICTIONS	make simple predictions about what might happen next in stories based on knowledge of other stories and their own experience		predict what might happen on the basis of what has been read so far (e.g. <i>about the content/purpose of a text based on the title and the picture on the front cover</i>)		make inferences on the basis of what is being said and done and through detail in pictures (e.g. <i>character putting on sun cream/t-shirt suggests it is sunny/hot</i>)	
COMPREHENSION – SUMMARISING	identify the main idea of a text (e.g. 'This book is all about pets.')					
COMPREHENSION - NAVIGATING TEXTS	locate page showing specific information (e.g.: flick through book to look for particular picture)		locate page showing specific information (e.g. begin to use contents page of a simple, non-fiction text)		Confidently locates page showing specific information (e.g.: flick through book to look for particular picture; begin to use contents page of a simple, non-fiction text)	
RED WORDS/CEW	<div> <div>RECAP all EYFS CEW (as above)</div> <div>Said are was they</div> <div>My</div> <div>be he me he she</div> <div>we</div> <div>No go so</div> <div>Your here</div> <div>There where were</div> <div>One once</div> <div>Love come some</div> </div>		<div> <div>Of ask</div> <div>Do today says</div> <div>Put push pull</div> <div>Full house our</div> <div>Friend school</div> <div>Recap the above and check spellings</div> </div>		<div> <div>To cover:</div> <div>Split digraphs (as a recap)</div> <div>All CEW words for Year 1</div> <div>Suffixes – ed, ing, er, est</div> <div>Prefixes – un,</div> <div>Plurals – s, es</div> <div>Contractions – I'm, I'll, It's,</div> <div>We'll</div> <div>Days of the week</div> <div>Compound words</div> </div>	

YEAR 2

READING COMPREHENSION

KNOWLEDGE

	YEAR 2 READING COMPREHENSION KNOWLEDGE					
	AUTUMN TERM		SPRING TERM		SUMMER TERM	
READING LEVEL EXPECTATIONS WORD READING	Blue RWI Uses phonics to decode unfamiliar words quickly Reads words of 2 or more syllables	Grey RWI Reads words with suffixes	RWI Comprehension/Gold/Lime/White/AR Beginning to read silently Reads CEW expected in Y2		Reads texts fluently and confidently	
COMPREHENSION – READING FOR ENJOYMENT	Discusses why they've chosen a particular book Talks about their favourite book to peers and reasons for their choice		Can use a non-fiction book to find out about a topic Expresses views about a range of books (incl. core texts)		Confidently Identifies a range of non-fiction books to use to find out information about a given topic	
COMPREHENSION – THE STRUCTURE OF TEXTS	discuss the sequence of events in books (including identifying the five stages of a story) and how items of information are related Introduced to non-fiction books that are structured in different ways		Starting to recognise the structure and/or patterns of some simple forms of poetry (e.g. list poems, question and answer poems, simple rhyming poetry) identify non-fiction features that support the structure of the text—diagrams, captions, contents		Talks about the structure and/or patterns of some simple forms of poetry with some detail (e.g. list poems, question and answer poems, simple rhyming poetry)	
COMPREHENSION - UNDERSTANDING THE THEMES, CONVENTIONS AND CONTENT OF TEXTS	recognise simple recurring literary language in stories and poetry e.g. Run, run		Talks about what usually happens to good/bad characters recognise typical settings and characters.		become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales	
COMPREHENSION - UNDERSTANDING THE TEXT	participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, take turns and listen to what others say Draws on what they already know or on background information and vocabulary provided by the teacher asking questions (e.g. about things/words in the text they do not understand)		Activate prior knowledge and draw on what they already know or on background information and vocabulary provided by the teacher explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves		answer literal, inferential (see using inference and making predictions section) and evaluative comprehension questions use active reading strategies including: checking that the text makes sense to them as they read; correcting inaccurate reading (e.g. checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic);	

YEAR 2 READING COMPREHENSION KNOWLEDGE—CONTINUED																																																																																														
COMPREHEN- SION - PER- FORMING POET- RY/PLAYSCRIPTS	performs poetry individually or together; beginning to speak audibly and clearly		continue to build up a repertoire of poems learnt by heart, appreciate these and recite some	performs poetry individually or together; speak audibly and clearly on all occasions																																																																																										
COMPREHEN- SION - UNDER- STANDING WORD MEAN- INGS	Identifies their favourite words and phrases		identify, discuss and collect their favourite words and phrases and can give simple reasons for choice	identify, discuss and collect their favourite words and phrases and give reasons for choice (e.g. alliteration, humorous phrases)																																																																																										
COMPREHEN- SION – SUMMA- RISING	identify the main ideas of a familiar text		identify the main ideas of a text and gives simple explanations about what it is about	identify the main ideas of a text (e.g. ‘This book is all about dogs, what they eat and how to look after them.’ Gives detailed description																																																																																										
COMPREHEN- SION - NAVI- GATING TEXTS	locate pages showing specific information in fiction and non-fiction		locate pages showing specific information in fiction and non-fiction by using the contents page	scan a short section of text for a key word with minimal support																																																																																										
COMPREHEN- SION - USING INFERENCE AND MAKING PRE- DICTIONS	Predict what might happen on the basis of what has been read so far Make inferences on the basis of what is being said and done (e.g. use actions of characters to work out what time of day it is [e.g. getting the bus to school suggests it is early morning])		make predictions based on knowledge of typical settings and what is likely to happen in them (e.g. a character could get lost in a forest or meet a wolf/bad character) and typical characters and how they are likely to behave Use inference to understand what has prompted a character’s behaviour in a story)	use actions of characters to work out where the story is set [e.g. ‘Alex jumped off the swing and ran over to the slide’ suggests he is in the park]; make predictions using experience of reading books by the same author (e.g. predict that a book by Julia Donaldson will rhyme)																																																																																										
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3		Every, everybody																																																																																												
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