


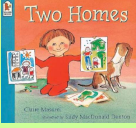

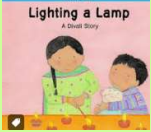
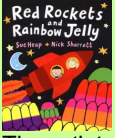


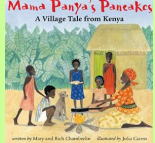
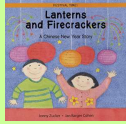


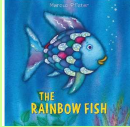



Ropsley's Key Stage 1 and EYFS Reading Curriculum

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 processes as children progress through school.

EYFS Reading Curriculum						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Reading – Pie Corbett's Reading Spine	<p>Six Dinner Sid – Inga Moore</p>  <p>Rosie's Walk – Pat Hutchins</p>  <p>Books about Starting School: <i>Starting School I'm Absolutely Too Small for School</i> <i>Splat the Cat</i></p>	<p>Whatever Next – Jill Murphy</p>  <p>Goodnight moon – Margaret Wise-Brown</p>  <p>Owl babies – Martin Waddell</p> 	<p>The Gruffalo – Julia Donaldson</p>  <p>Harry and the bucketful of dinosaurs – Ian Whybrow</p>  <p>Kipper's birthday – Mick Inkpen</p> 	<p>On the way home – Jill Murphy</p>  <p>Farmer Duck – Martin Waddell</p>  <p>What the ladybird heard – Julia Donaldson</p> 	<p>Shhh! – Sally Grindley</p>  <p>Walking through the jungle – Julie Lacombe</p>  <p>Rumble in the jungle – Giles Andreae</p> 	<p>Mrs Armitage and the big wave – Quentin Blake</p>  <p>Mr Gumpy's Outing – John Burningham</p>  <p>The night pirates – Peter Harris</p> 
Class reading –linked to Literacy topic	<p>Goldilocks and the 3 bears</p>  <p>Little red hen</p>  <p>The Enormous Turnip</p> 	<p>Sparks in the sky - Twinkl</p>  <p>Alien Tea on Planet Zum-Zee – Tony Mitton</p>  <p>Laura's Star – Klaus Baumgart</p> 	<p>3 little pigs</p>  <p>Gingerbread Man</p> 	<p>The Very Hungry Caterpillar – Eric Carle</p>  <p>Mr Wolf's Pancakes – Jan Fearnley</p> 	<p>Handa's Surprise – Eileen Browne (Africa)</p>  <p>Other related texts: <i>Handa's Hen</i> <i>Handa's Noisy Night</i></p>	<p>Pirates love underpants – Claire Freedman</p>  <p>Tiddler – Julia Donaldson</p> 

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Equality & Diversity</p>	<p>The Colour Monster – Anna Llenas (feelings)  Two homes – Claire Masurel (differences)  Full full full of love – Trish Cooke (feeling loved) </p>	<p><i>Lighting a lamp (celebrating Divali)</i>  <i>Red Rockets & Rainbow Jelly (Differences)</i></p>	<p>Mommy, Mamma and Me – Sue Heap (same sex r/ships)  The artist who painted a blue horse – Eric Carle (celebrating creativity)  Chapatti Moon – Pippa Goodhart (GBM link) </p>	<p>Mama Panya's Pancakes (Cultural differences) – M & R Chamberlin  Lanterns and Firecrackers – Jonny Zucker (celebrating Chinese New Year) </p>	<p>Bilal cooks daal- A. Saeed (Cultural differences)  Ravi's Roar – Tom Percival (anger) </p>	<p>Rainbow Fish – Marcus Pfister (sharing, differences)  Grandad – Rachel Elliott (Family role models) </p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Rhyme Time & Poetry Focus</p>	<p>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 Peter, Peter pumpkin eater + RWI POETRY UNIT – Bedtime March-past</p>	<p>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 5 little men + RWI POETRY UNIT – Where am I?</p>	<p>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</p>	<p>Nursery rhyme + Themed songs Old Macdonald Had A Farm, Hot Cross Buns (Easter), Five Little Chicks, 5 little speckled frogs 2 little dicky birds Growing Plants song 5 little ducks (American) + RWI POETRY UNIT – The Tiger</p>	<p>Nursery rhyme + Themed songs The Wheels On The bus Pat-a- cake Sing a song of sixpence A tisket, a tasket 5 little monkeys + RWI POETRY UNIT -Zanzibar</p>	<p>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</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Non-fiction</p>	<p>Books about farming and growth are read with and are available in the classroom</p>	<p>Books about Divali, Bonfire night, space and Christmas are read with and are available in the classroom</p>	<p>Books about the past are read with and are available in the classroom</p>	<p>Books about insects are read with and are available in the classroom</p>	<p>Books about animals are read with and are available in the classroom</p>	<p>Books about the seaside are read with and are available in the classroom</p>

Y1/2 Reading Curriculum Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Reading – Pie Corbett's Reading Spine	<p>Beegu – Alexis Deacon</p>  <p>The owl who was afraid of the dark – Jill Tomlinson</p> 	<p>Traction man is here – Mini Grey</p>  <p>The tiger who came to tea – Judith Kerr</p> 	<p>Cops and Robbers – Alan and Janet Allberg</p>  <p>Knuffle Bunny – Mo Willems</p> 	<p>Avocado Baby – John Burningham</p>  <p>Flat Stanley – Jeff Brown</p> 	<p>Lost & Found – Oliver Jeffers</p>  <p>Not now Bernard – David McKee</p> 	<p>Fantastic Mr Fox – Roald Dahl</p>  <p>Dr Xargle's Book of Earthlets – Tony Ross</p> 
Class reading – Traditional Tales	<p>Classic fairytales</p> <p>Cinderella</p>  <p>Rapunzel</p>  <p>Jack and the beanstalk</p> 	<p>Alternative fairytales:</p> <p>Who is afraid of the big bad book – Lauren Child</p> <p>(falling into a fairytale)</p>  <p>It's not Jack's beanstalk (climbing to another land)</p>  <p>Hansel & Gretel - original</p>	<p>Little Red Riding Hood</p>  <p>Hansel and Gretel –Alternatives - Bethan Woolvin</p>  			

<p>Equality & Diversity</p>	<p>My Dad is a grizzly bear – Swapna Haddow (family stereotypes)</p> 	<p>It's a no money day – Kate Milner (poverty)</p> 	<p>I talk like a river – Jordan Scott (speech difficulties)</p> 	<p>Everything changes – Clare Helen Walsh (split families)</p>  <p>Rabbityness – Jo Empson (individuality)</p> 	<p>Astro Girl – Ken Wilson Max (overcoming gender barriers)</p>  <p>Who are you Stripy horse? – Jim Helmore (Friendship & identity)</p> 	<p>Hope for Grace – Kathryn White (homelessness)</p>  <p>And Tango makes three – Justin Richardson (same sex families)</p> 
<p>Rhyme Time & Poetry Focus</p>	<p>Action/classic poems <i>Here's the lady's knives and forks</i> <i>Lavender's Blue</i> <i>London Bridge</i></p> <p>+ Year 1 RWI POETRY UNIT - Brother</p> <p><i>I had a little brother - Traditional version</i></p>	<p>Action/classic poems <i>Here's the Church and Here's the Steeple</i> <i>I had a little nut tree</i> <i>The cherry tree</i></p> <p>+ Year 1 RWI POETRY UNIT – If I were a hawk</p> <p>Nut tree—Julia Donaldson</p>	<p>Action/classic poems <i>My hands</i> <i>A Sailor Went to Sea Sea Sea</i> <i>Row Row Row Your Boat</i> Catch a fish</p> <p>+ Year 1 RWI POETRY UNIT – Granny, Granny please comb my hair</p> <p><i>The owl and the pussycat</i>—Edward Lear</p>	<p>Action/classic poems <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</p> <p>+ Year 1 RWI POETRY UNIT – I've got a cold</p> <p><i>On the Ning-Nang-Nong</i>—Spike Milligan</p>	<p>Action/classic poems <i>The lion and the unicorn</i> <i>Mary had a little lamb</i></p> <p>+ Year 1 RWI POETRY UNIT – The monster under your bed</p>	<p>Action/classic poems <i>Old King Cole</i> <i>Grandma's glasses</i> <i>Foxy's Hole</i></p> <p>+ Year 1 RWI POETRY UNIT – The sound of music</p> <p><i>Playing games with dinosaurs</i>—Jan Dean</p>
<p>Non-fiction</p>	<p>Topic themed books chosen will be read during lessons and will be available in the classroom.</p>					

Y1/2 Reading Curriculum Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Reading – Pie Corbett’s Reading Spine	<p>Peace at last – Jill Murphy</p>  <p>Emily Brown and the thing – Cressida Cowell</p>  <p>Linked text to T4W Where the wild things are – Maurice Sendak</p> 	<p>Elmer – David McKee</p>  <p>The Flower – John Light</p>  <p>The Leaf Thief – Alice Hemming</p> 	<p>Can't you sleep little bear? – Martin Waddell</p>  <p>The Hodgeheg – Dick King Smith</p>  <p>Linked text to T4W The magic paintbrush ORT</p> 	<p>The day the crayons quit – Drew Daywalt</p>  <p>Amazing Grace – Mary Hoffman</p> 	<p>Dogger – Shirley Hughes</p>  <p>Gorilla – Anthony Browne</p>  <p>Linked text to T4W The bog baby – Jeanne Willis</p> 	<p>Oliver's Fruit Salad – Vivian French</p>  <p>The giraffe, the pelly and me – Roald Dahl</p> 
Class reading – Traditional Tales	<p>Classic fairytales Cinderella</p>  <p>Beauty and the Beast</p>  <p>The Ugly Duckling</p> 		<p>Alternative fairytales: The great fairytale disaster – David Conway</p>  <p>Goldilocks and the three crocodiles – Michael Rosen</p>  <p>The Wolf's story – Toby Forward</p> 	<p>Billy Goats Gruff</p>  <p>Alice in Wonderland (abridged)</p>  <p>Wizard of Oz</p> 		

<p>Equality & Diversity</p>	<p>Tyrannosaurus Drip – Julia Donalson (Differences)</p>  <p>The great big book of families – Mary Hoffman</p> 	<p>Pumpkin soup – Helen Cooper (friendship)</p>  <p>Frog and Toad Together (friendship) – Arnold Lobel</p> 	<p>Beautiful Oops – Barney Saltzberg (resilience)</p>  <p>Grandad's Camper – Harry Woodgate (loss & same sex)</p> 	<p>The curious garden – Peter Brown (making a difference)</p>  <p>The odd egg – Emily Gravett (loving our families)</p> 	<p>The proudest blue – Ibtihaj Muhammad (acceptance)</p>  <p>Little Red – Bethan Woolvin (alternative ending)</p> 	<p>Somebody swallowed Stanley – Sarah Roberts (caring for the environment)</p>  <p>Picnic in the park – Jor Griffiths (different family set ups)</p> 
<p>Non-fiction</p>	<p>Topic themed books chosen will be read during lessons and will be available in the classroom.</p>					

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

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

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 retelling 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					
	AUTUMN TERM		SPRING TERM		SUMMER TERM
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 (e.g. <i>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)

COMPREHENSION - UNDERSTANDING THE THEMES, CONVENTIONS AND CONTENT OF TEXTS	<p>Joins in with predictable phrases and story language</p> <p><i>(e.g. typical phrases for fairy story openings, patterns and repetition to support oral retelling)</i></p> <p><i>Recognises main events in a story</i></p>	<p>Recognises the elements of stories (<i>e.g. main events, main characters and whether they are good or bad, settings</i>)</p> <p>Talks about whether characters are good or bad</p> <p>Talks about settings describes these</p> <p>Retells key stories, fairy tales and traditional tales</p>	<p>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)</p>
COMPREHENSION - PERFORMING POETRY/PLAYSCRIPTS <i>Completed during rhyme time sessions</i>	<p>Imitate and invent actions to accompany poetry</p> <p>Beginning to perform poetry in unison, following a simple rhythm and keeping time</p>	<p>Learn to appreciate rhymes and poems, and to recite some by heart</p> <p>Is able to discuss a poem's pattern with repeating patterns or lines</p>	<p>Confidently discusses a poem's pattern and identifies rhymes and repetition</p>
COMPREHENSION - UNDERSTANDING WORD MEANINGS	<p>Starts to discuss the meanings of new words</p>	<p>Discusses the meanings of new words and vocabulary in the text they are reading</p>	<p>Links new vocabulary and new word meanings to those already known (Weekly in RWI vocab check)</p>
COMPREHENSION - USING INFERENCE AND MAKING PREDICTIONS	<p>make simple predictions about what might happen next in stories based on knowledge of other stories and their own experience</p>	<p>predict what might happen on the basis of what has been read so far (<i>e.g. about the content/purpose of a text based on the title and the picture on the front cover</i>)</p>	<p>make inferences on the basis of what is being said and done and through detail in pictures (<i>e.g. character putting on sun cream/t-shirt suggests it is sunny/hot</i>)</p>
COMPREHENSION – SUMMARISING	<p>identify the main idea of a text (e.g. 'This book is all about pets.')</p>		
COMPREHENSION - NAVIGATING TEXTS	<p>locate page showing specific information (e.g.: flick through book to look for particular picture)</p>	<p>locate page showing specific information (e.g. begin to use contents page of a simple, non-fiction text)</p>	<p>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)</p>
RED WORDS/CEW	<p>Taught through RWI programme as 'red words'</p> <p>Recap EYFS</p> <p>Pupils should read:</p> <p>Said, are, was, they, my,be, he, me, she, we, no, go, so, your, here, there, where, were, one, once, love, come, some</p>	<p>Teach:</p> <p>of, ask, do, today, says, put, push, pull, full, house, our, friend, school,</p>	<p>To cover:</p> <p>Split digraphs (as a recap)</p> <p>All CEW words for Year 1</p> <p>Suffixes – ed, ing, er, est</p> <p>Prefixes – un,</p> <p>Plurals – s, es</p> <p>Contractions – I'm, I'll, It's, We'll</p> <p>Days of the week</p> <p>Compound words</p>

YEAR 2 READING COMPREHENSION KNOWLEDGE				
	AUTUMN TERM		SPRING TERM	SUMMER TERM
READING LEVEL EXPECTATIONS	Blue RWI	Grey RWI	RWI Comprehension/Gold/Lime/White/AR	Reads texts fluently and confidently
WORD READING	Uses phonics to decode unfamiliar words quickly	Reads words with suffixes	Beginning to read silently Reads CEW expected in Y2	
	Reads words of 2 or more syllables			
COMPREHENSION – READING FOR ENJOYMENT	Discusses why they've chosen a particular book		Can use a non-fiction book to find out about a topic	Confidently Identifies a range of non-fiction books to use to find out information about a given topic
	Talks about their favourite book to peers and reasons for their choice		Expresses views about a range of books (incl. core texts)	
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		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)	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)
	Introduced to non-fiction books that are structured in different ways		identify non-fiction features that support the structure of the text—diagrams, captions, contents	
COMPREHENSION - UNDERSTANDING THE THEMES, CONVENTIONS & 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	become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales
			recognise typical settings and characters.	

COMPREHENSION - UNDERSTANDING THE TEXT	<p>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</p> <p>Draws on what they already know or on background information and vocabulary provided by the teacher</p> <p>asking questions (e.g. about things/words in the text they do not understand)</p>	<p>Activate prior knowledge and draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>Answer literal, inferential (see using inference and making predictions section) and evaluative comprehension questions</p> <p>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);</p>
COMPREHENSION - PERFORMING POETRY/PLAY SCRIPTS	<p>performs poetry individually or together; beginning to speak audibly and clearly</p>	<p>continue to build up a repertoire of poems learnt by heart, appreciate these and recite some</p>	<p>performs poetry individually or together; speak audibly and clearly on all occasions</p>
COMPREHENSION - UNDERSTANDING WORD MEANINGS	<p>Identifies their favourite words and phrases</p>	<p>identify, discuss and collect their favourite words and phrases and can give simple reasons for choice</p>	<p>identify, discuss and collect their favourite words and phrases and give reasons for choice (e.g. alliteration, humorous phrases)</p>
COMPREHENSION – SUMMARISING	<p>identify the main ideas of a familiar text</p>	<p>identify the main ideas of a text and gives simple explanations about what it is about</p>	<p>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</p>
COMPREHENSION - NAVIGATING TEXTS	<p>locate pages showing specific information in fiction and non-fiction</p>	<p>locate pages showing specific information in fiction and non-fiction by using the contents page</p>	<p>scan a short section of text for a key word with minimal support</p>

<p>COMPREHENSION - USING INFERENCE AND MAKING PREDICTIONS</p>	<p>Predict what might happen on the basis of what has been read so far</p> <p>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])</p>	<p>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</p> <p>Use inference to understand what has prompted a character's behaviour in a story)</p>	<p>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];</p> <p>make predictions using experience of reading books by the same author (e.g. predict that a book by Julia Donaldson will rhyme)</p>
<p>RED WORDS/CEW</p>	<p>Review all Year 1 CEW</p> <p>Teach:</p> <p>Floor, door, children. Last, past, bath, path, after, people, because, should, would, could, Mr, Mrs, Christmas</p>	<p>Review previous term's CEW</p> <p>Teach:</p> <p>Father, laugh, plant, again, half, old, cold, gold, told, hold, most, only, both, clothes, who, move, prove, improve, parents, water, sugar, sure, new, hour, behind, find, mind, kind, child, eye, climb, wild</p>	<p>Review previous term's CEW</p> <p>Teach:</p> <p>Any, many, every, everybody, money, busy, great, steak, break</p>