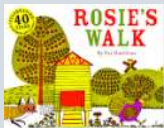
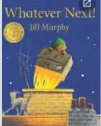
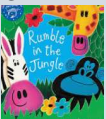
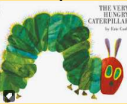
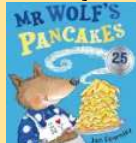
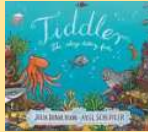


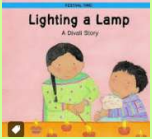
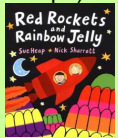
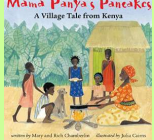
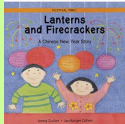
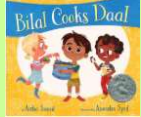
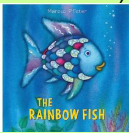
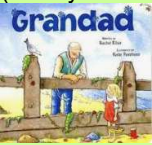


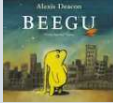
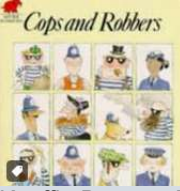
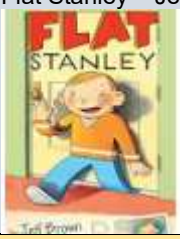
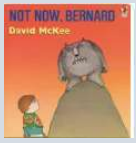
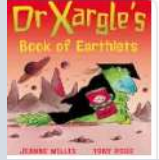
Ropsley's Key Stage 1 and EYFS Reading Curriculum

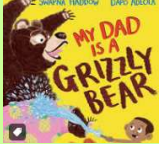
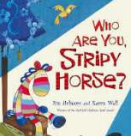
We follow the Read, Write Inc. phonics programme at Ropsley school which begins as soon as children start in the Reception class. Alongside RWI, we use Talk for Writing and have a range of carefully chosen core texts (end of day) taken from Pie Corbett's Reading Spine. Each term's reading is carefully 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.

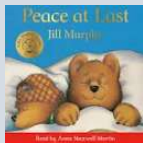
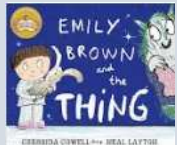
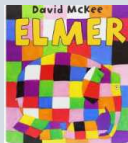
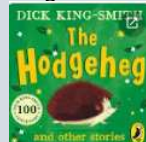
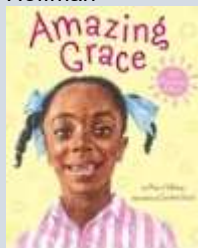
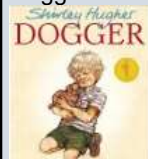
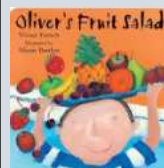
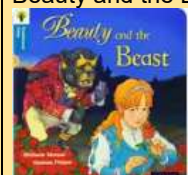
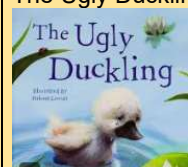
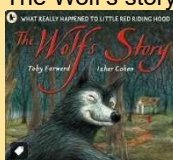
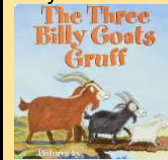
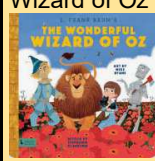
We chose to break our substantive content knowledge into the following 9 key areas: Reading for Enjoyment, Text Structure, Understanding the Themes, Conventions and Content, Performance Poetry, Understanding Word Meanings, Understanding the Text, Inference and Prediction, Summarising, Navigating Texts. 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.

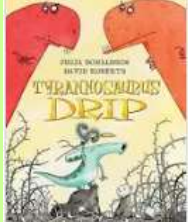
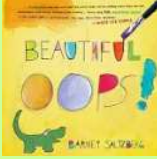
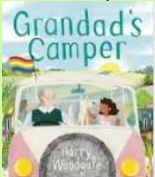
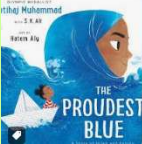
EYFS Reading Curriculum						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Reading – Pie Corbett's Reading Spine	Six Dinner Sid – Inga Moore  Rosie's Walk – Pat Hutchins  Books about Starting School: <i>Starting School I'm Absolutely Too Small for School</i> <i>Splat the Cat</i>	Whatever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

Equality & Diversity	The Colour Monster – Anna Llenas (feelings)  Two homes – Claire Masurel (differences)  Full full full of love – Trish Cooke (feeling loved) 	<i>Lighting a lamp (celebrating Divali)</i>  <i>Red Rockets & Rainbow Jelly (Differences)</i>	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) 	Mama Panya's Pancakes (Cultural differences) – M & R Chamberlin  Lanterns and Firecrackers – Jonny Zucker (celebrating Chinese New Year) 	Bilal cooks daal- A. Saeed (Cultural differences)  Ravi's Roar – Tom Percival (anger) 	Rainbow Fish – Marcus Pfister (sharing, differences)  Grandad – Rachel Elliott (Family role models) 
Rhyme Time & Poetry Focus	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 SAY A POEM Wiggly worm Noisy farm Try a smile	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 SAY A POEM Shiny moon Time to shine Monster crunch	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 SAY A POEM Shoo! Shoo! Shoo! Lunar new year Ten chips in the air fryer Winter	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 SAY A POEM Pancake rap A spring in your steps Clean hands The Easter bunny	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 SAY A POEM Hatching Beautiful butterfly Our planet Safe and snug in the bug hotel	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 SAY A POEM Splash! Crab shells Flashy fish
Non-fiction	Books about farming and growth are read with and are available in the classroom	Books about Divali, Bonfire night, space and Christmas are read with and are available in the classroom	Books about the past are read with and are available in the classroom	Books about insects are read with and are available in the classroom	Books about animals are read with and are available in the classroom	Books about the seaside are read with and are available in the classroom

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

Equality & Diversity	My Dad is a grizzly bear – Swapna Haddow (family stereotypes) 	It's a no money day – Kate Milner (poverty) 	I talk like a river – Jordan Scott (speech difficulties) 	Everything changes – Clare Helen Walsh (split families)  Rabbityness – Jo Empson (individuality) 	Astro Girl – Ken Wilson Max (overcoming gender barriers)  Who are you Stripy horse? – Jim Helmore (Friendship & identity) 	Hope for Grace – Kathryn White (homelessness)  And Tango makes three – Justin Richardson (same sex families) 
Rhyme Time & Poetry Focus	Action/classic poems <i>Here's the lady's knives and forks</i> <i>Lavender's Blue</i> <i>London Bridge</i> + RWI SAY A POEM Are you OK? I had a little brother - Traditional version	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> + RWI SAY A POEM The rocket blasts off Nut tree—Julia Donaldson	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 + RWI SAY A POEM Dinosaurs did not roar The owl and the pussycat—Edward Lear	Action/classic poems <i>I hear thunder</i> <i>Frere Jacques</i> Little Miss Muffet – English Liddle Miss Julie – Jamaican Little Miss Muffet – Australia Little Miss Tucket – American + RWI SAY A POEM Brush your teeth On the Ning-Nang-Nong— Spike Milligan	Action/classic poems <i>The lion and the unicorn</i> <i>Mary had a little lamb</i> + RWI SAY A POEM Talking to animals	Action/classic poems Old King Cole <i>Grandma's glasses</i> <i>Foxy's Hole</i> Playing games with dinosaurs—Jan Dean
Non-fiction	Topic themed books chosen will be read during lessons and will be available in the classroom.					

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

Equality & Diversity	Tyrannosaurus Drip – Julia Donalson (Differences)  The great big book of families – Mary Hoffman 	Pumpkin soup – Helen Cooper (friendship)  Frog and Toad Together (friendship) – Arnold Lobel 	Beautiful Oops – Barney Saltzberg (resilience)  Grandad's Camper – Harry Woodgate (loss & same sex) 	The curious garden – Peter Brown (making a difference)  The odd egg – Emily Gravett (loving our families) 	The proudest blue – Ibtihaj Muhammad (acceptance)  Little Red – Bethan Woollvin (alternative ending) 	Somebody swallowed Stanley – Sarah Roberts (caring for the environment)  Picnic in the park – Jor Griffiths (different family set ups) 
Rhyme Time & Poetry Focus	Action/classic poems <i>Here's the lady's knives and forks</i> <i>Lavender's Blue</i> <i>London Bridge</i> + RWI SAY A POEM Our school Make a friend I had a little brother - Traditional version	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> + RWI SAY A POEM Recycling Nut tree—Julia Donaldson	Action/classic poems <i>My hands</i> <i>A Sailor Went to Sea Sea</i> <i>Sea</i> <i>Row Row Row Your Boat</i> <i>Catch a fish</i> + RWI SAY A POEM Stegosaurus Triceratops The owl and the pussycat—Edward Lear	Action/classic poems <i>I hear thunder</i> <i>Frere Jacques</i> <i>Little Miss Muffet – English</i> <i>Lickle Miss Julie – Jamaican</i> <i>Little Miss Muffet – Australia</i> <i>Little Miss Tucket – American</i> + RWI SAY A POEM The end of the dinosaurs On the Ning-Nang-Nong— Spike Milligan	Action/classic poems <i>The lion and the unicorn</i> <i>Mary had a little lamb</i> + RWI SAY A POEM Your job as a honeybee	Action/classic poems <i>Old King Cole</i> <i>Grandma's glasses</i> <i>Foxy's Hole</i> + RWI SAY A POEM Name it to tame it Playing games with dinosaurs—Jan Dean
Non-fiction	Topic themed books chosen will be read during lessons and will be available in the classroom.					

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
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EYFS READING OVERVIEW		
	Word Reading	Comprehension
Reception Year	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. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment	
Autumn Assessment	Children can read set 1 RWI sounds. Children can read CV/VC/CVC words using set 1 sounds. Children can read CEW: I, a, at, am, Mum, Dad, the, and, it, is, in, on, no, go, dog, cat, can, up, big, get. (See Phonics Overview)	Children can join in with popular rhymes and repeated refrains. Children can retell the key events from a story. Children can sequence 3 pictures from a story. Children can retell a story from our core texts using props with support from an adult.

Spring Assessment	Children can read set 2 RWI sounds. Children can read 4 and 5 letter words with set 2 sounds in. Children can read CEW: you, yes, said, look, was, like, me, we, he, she, they, are, to, my. (See Phonics Overview)	Children can retell the beginning, middle and end of a story. Children can talk about events in the book by looking at the front cover. Children can retell a story from our core texts using props independently.
Summer Assessment	Children can read double consonant sounds. Children can read words with double consonant sounds in e.g tick, frog Children can read CEW: went, this, going, all, of, day, play, away, see.	Children can confidently retell a story using “book talk”. Children make a sensible prediction about what might happen next in a story. Children can retell stories accurately from our core texts in their chosen play.
ELGS	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

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	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)
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 (<i>e.g. 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 (<i>e.g. 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	Taught through RWI programme as 'red words' Recap EYFS Pupils should read: Said, are, was, they, my, be, he, me, she, we, no, go, so, your, here, there, where, were, one, once, love, come, some	Teach: of, ask, do, today, says, put, push, pull, full, house, our, friend, school,	To cover: Split digraphs (as a recap) All CEW words for Year 1 Suffixes – ed, ing, er, est Prefixes – un, Plurals – s, es Contractions – I'm, I'll, It's, We'll Days of the week Compound words

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 of 2 or more syllables	Reads words with suffixes	Beginning to read silently Reads CEW expected in Y2	
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

RECAP all EYFS CEW (as above)
Said are was they My
be he me he she we
No go so
Your here
There where were

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 & 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);
COMPREHENSION - PERFORMING POETRY/PLAY SCRIPTS	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
COMPREHENSION - UNDERSTANDING WORD MEANINGS	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)
COMPREHENSION – SUMMARISING	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

COMPREHENSION - NAVIGATING 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
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COMPREHENSION - USING INFERENCE AND MAKING PREDICTIONS	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)
RED WORDS/CEW	Review all Year 1 CEW Teach: Floor, door, children. Last, past, bath, path, after, people, because, should, would, could, Mr, Mrs, Christmas	Review previous term's CEW Teach: 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	Review previous term's CEW Teach: Any, many, every, everybody, money, busy, great, steak, break