



National Curriculum Coverage in Reading Comprehension through Read, Write Inc.

Statutory Framework for the Early Years Foundation Stage – ELGs Read Write Inc. Phonics and the Statutory Framework for the Early Years Foundation Stage (including Year R) 2021	EYFS	National Curriculum English Programmes of study: Year 1	Key Stage 1 Read Write Inc. s is closely matched to the National Curriculum in England 2014 Year 1 (This grid is also used for children who need to catch up in Years 2–4.)
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<ul style="list-style-type: none"> • Children at the expected level of development will: • 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. 	<ul style="list-style-type: none"> • Talking about the books is an integral part of the RWInc. programme. • At the end of the ‘Story Introduction’, children are often asked to discuss with their partner what they think might happen next before reading the story for the first time. • In the ‘Read Aloud – Teacher’ activity, teachers read the whole Storybook to children with expression, then ask them a comprehension question at the end. • In ‘Questions to talk about’ at the back of each Storybook, children answer a range of ‘how’ and ‘why’ questions to check their understanding of the text. • In Storytime and Poetry Time (Read Write Inc. Phonics Online), children listen to teachers perform stories and poems • During the second reading, teachers pause and ask children to discuss a number of questions with their partner. This ensures that children engage with the content of the stories and poems in terms of vocabulary, characters, settings and events. 	<p><i>‘Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <p>1. Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p>	<ul style="list-style-type: none"> • Storytime and Poetry Time sessions –Read Write Inc. Phonics Online. • There are six poems for Reception and six for Year 1; six short fairy stories for Reception and six for Year 1. • Each story or poem can be read aloud in 5 a session and there are accompanying teaching notes with activities. • These give children access to fiction and poetry at a level beyond that at which they can read independently.
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		2. Being encouraged to link what they read or hear read to their own experiences.	<ul style="list-style-type: none"> • ‘What’s the message’ in Storytime.
		3. Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	<ul style="list-style-type: none"> • Throughout, in particular Storytime
		4. Recognising and joining in with predictable phrases	<ul style="list-style-type: none"> • Throughout, in particular Storytime and Poetry Time.
		5. Learning to appreciate rhymes and poems, and to recite some by heart.	<ul style="list-style-type: none"> • Poetry Time
		6. Discussing word meanings, linking new meanings to those already known.’	<ul style="list-style-type: none"> • Throughout, in particular the Vocabulary check words, which are provided online with an image in Green–Orange Levels and in the Story/Nonfiction books in Yellow–Grey Levels.
		<i>‘Understand both the books they can already read accurately and fluently and those they listen to by:</i> 1. Drawing on what they already know or on background information and vocabulary provided by the teacher	<ul style="list-style-type: none"> • Throughout
		2. Checking that the text makes sense to them as they read and correcting inaccurate reading.	<ul style="list-style-type: none"> • Throughout
		3. Discussing the significance of the title and events.	<ul style="list-style-type: none"> • Throughout, particularly the Think About the Story activity.
		4. Making inferences on the basis of what is being said and done.	<ul style="list-style-type: none"> • Throughout
		5. Predicting what might happen on the basis of what has been read so far.’	<ul style="list-style-type: none"> • Throughout