



Robins Lane Primary School

RWI Curriculum Map

Strand	Skills by the end of EYFS	Skills by the end of Y1	Skills by the end of Y2
Reading Word Reading	<ul style="list-style-type: none"> · Set 1 teaches the most common sound-letter correspondences: m a s d t / i n p g o / c k u b / f e l h sh r / j v y w / th z ch qu x ng nk · Set 2 teaches alternative vowel sounds: ay ee igh ow oo ar or air ir ou oy · Children read and understand simple sentences · They decode regular words and read them aloud accurately · They read some common irregular words · Children learn some common exception words as Red words 	<ul style="list-style-type: none"> · Set 2 teaches alternative vowel sounds: ay ee igh ow oo ar or air ir ou oy · Set 3 is made up of alternative spellings of Set 2 sounds: ea oi e a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure. · Children's ability to decode unfamiliar words can be assessed using the Nonsense Word Cards · The majority of the Y1 common exception words are practised as Red Words · Children read multi-syllabic words from Green Level onwards. · Children read each book three times, focusing on decoding, then speed, then fluency. 	<ul style="list-style-type: none"> · As they move up the levels, ore unusual correspondences that they need to learn are pointed out to them as alternatives on the Complex Speed Sound Chart · Children continue to decode more unfamiliar words and multi-syllabic words · The majority of the Y2 common exception words are practised as Red Words
Reading Comprehension	<ul style="list-style-type: none"> · Children read and understand simple sentences · They demonstrate some understanding when talking with others about what they have read · They listen to stories, anticipating key events and respond to what they hear with relevant comments, questions or actions · They ask 'how' and 'why' questions about their experiences and in response to stories and events 	<ul style="list-style-type: none"> · Discuss word meanings · Recognise and join in with predictable phrases · Discuss the title and key events · Participate in discussion about what is read to them, taking turns and listening to what others say · Explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> · Draw on what they already know or on background information and vocabulary provided by the teacher. · Check the text makes sense as they read and correct inaccurate reading · Make inferences based on what is being said and done · Predict what might happen based on what has been said so far · Explain clearly their understanding of texts they have read
RWI Books	<ul style="list-style-type: none"> · To be able to read green or purple books by the end of EYFS 	<ul style="list-style-type: none"> · To be able to read blue or grey books by the end of year 1 	<ul style="list-style-type: none"> · To be able to access the Literacy and Language comprehension modules accurately and confidently.