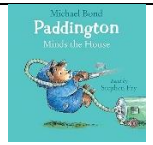
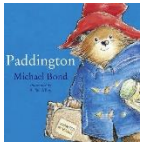
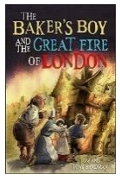
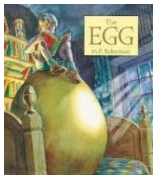
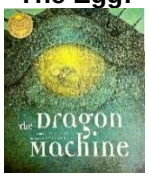
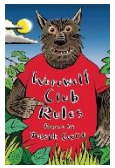
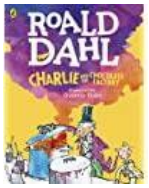
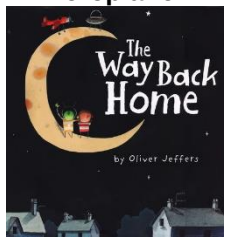
Individually Strong, Collectively Stronger!

Reading	Year 2

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
 **Paddington Minds the House:**  **Paddington:** **Hoorah for Mary Seacole:**	 **The Baker's Boy and the Great Fire of London:**	 **The Egg:**  **The Dragon Machine:**	 **Werewolf Club Rules:**  **Charlie and the Chocolate Factory:**	 **Emma Jane's Aeroplane:**  **The Way Back Home:**	 **Fox and the Deep Sea Quest:** **The Little Polar Bear:**

<u>English lessons:</u>

Within the Year 2 curriculum, reading and writing are integrated so that children read texts and develop reading strategies which enable them to:

- Develop background knowledge linked to a context
- Extend and immerse the children in subject specific vocabulary
- Provide a purpose and meaning for writing

This is achieved through the teaching of reading objectives across a year, which are differentiated through teaching texts which become progressively more difficult as children move throughout their school journey.

LI: To listen to a wide range of texts read aloud participating in discussions about the text.
LI: To increase familiarity with a wider range of stories.
LI: To identify recurring language in stories and poems.
LI: To make predictions about a text using information they have gathered about the book.
LI: To sequence key events in a story.

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LI: To identify linked information in a text to build understanding.
LI: To identify unfamiliar words discussing and clarifying the meaning of words.
LI: To explain favourite words and phrases within a text.
LI: To use synonyms to develop vocabulary understanding.
LI: To use background knowledge and vocabulary given by the teacher to develop a deeper understanding of a text.
LI: To make inferences within a text.
LI: To develop their own questions about a text focusing on events, characters and problems.
LI: To continue to build up a bank of poems learnt by heart, reciting these with appropriate intonation to make meaning clear.

Read, Write, Inc.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Read, Write, Inc.: **Blue** LI: To recall and know all 40+ phonemes, including alternative sounds for graphemes. LI: To continue to apply phonic knowledge and skills to decode words. LI: To begin to develop automatic decoding and build fluency. LI: To read accurately by blending sounds in words that contain graphemes taught so far. LI: To recognise alternative sounds for graphemes with increasing competence. LI: To read accurately words of two or more syllables with graphemes they have been taught so far.	**Read, Write, Inc.:** **Grey** LI: To recall and know all 40+ phonemes, including alternative sounds for graphemes. LI: To continue to apply phonic knowledge and skills to decode words. LI: To continue to develop automatic decoding and build fluency. LI: To read most frequently encountered words quickly and accurately without overt sounding and blending. LI: To read accurately by blending sounds in words that contain graphemes taught so far. LI: To recognise alternative sounds for graphemes with increasing competence. LI: To read accurately words of two or more syllables with graphemes they have been taught so far. LI: To read words containing common suffixes. LI: To read a growing range of red words identifying differences between spelling and sound. LI: To read aloud books that are consistent with their phonic knowledge. LI: To read unfamiliar words by sounding out automatically and without hesitation. LI: To re-read books to build fluency and confidence in word reading.		**Read, Write, Inc.:** **Comprehension** LI: To recall and use all 40+ phonemes, including alternative sounds for graphemes. LI: To read accurately by blending sounds in words. LI: To continue to develop automatic decoding and build fluency. LI: To read accurately words with two or more syllables that contain known graphemes. LI: To read words containing common suffixes. LI: To read common exception words recognising unusual correspondences between the sounds and spellings. LI: To read most frequently encountered words quickly and accurately without overt sounding and blending. LI: To read aloud texts closely matched to their phonic knowledge. LI: To develop automaticity with sounding out and blending with unfamiliar words. LI: To re-read texts to check for sense and build fluency and word reading. LI: To gain background information about a story. LI: To develop vocabulary understanding when reading a text. LI: To make predictions about a text using knowledge about the text. LI: To make links to real-life and stories they already know. LI: To discuss a moral question raised in the text. LI: To explain the meaning of unfamiliar words in the text. LI: To develop literal understanding of a text with misconceptions corrected. LI: To gain a greater understanding of a text through text introductions and big questions. LI: To participate in discussions about a text. LI: To develop questions about a text they have read.		

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LI: To read words containing common suffixes. LI: To read aloud books that are consistent with their phonic knowledge. LI: To re-read books to build fluency and confidence in word reading. LI: To draw on vocabulary that they already know or have been taught to develop understanding. LI: To draw on their previous knowledge or taught knowledge to develop understanding. LI: To make predictions based on what has been read so far. LI: To ask and answer questions about a text. LI: To read for sense and understanding and participate in discussions about a text. LI: To develop clarity about the events and their sequence within a text. LI: To make inferences about events and feelings in the text. LI: To make links between events and information within a story to support a deeper understanding. LI: To explain and discuss their understanding of a text, listening to and	LI: To draw on vocabulary that they already know or have been taught to develop understanding. LI: To draw on their previous knowledge or taught knowledge to develop understanding. LI: To make predictions based on what has been read so far. LI: To ask and answer questions about a text. LI: To read for sense and understanding and participate in discussions about a text. LI: To develop clarity about the events and their sequence within a text. LI: To make inferences about events and feelings in the text. LI: To make links between events and information within a story to support a deeper understanding. LI: To explain and discuss their understanding of a text, listening to and taking turns with a partner.	LI: To learn how to build mind pictures when reading a text. LI: To re-evaluate their thoughts about a text after analysing the text on a deeper level.

taking turns with a partner.		