

Year 2 Reading					
Relevant KS1 end points covered:					
<ul style="list-style-type: none"> <li>• Be able to read accurately and with increased fluency.</li> <li>• Children will read without overt sounding and blending and will read most common exception words.</li> <li>• Children will be able to answer questions and be able summarise events from a text.</li> <li>• Children will also make some inferences based on what is said and done.</li> </ul>					
Key concepts:					
<ul style="list-style-type: none"> <li>• Word Reading</li> <li>• Comprehension Strands <ul style="list-style-type: none"> <li>○ Vocabulary</li> <li>○ Inference</li> <li>○ Prediction</li> <li>○ Explain</li> <li>○ Retrieve</li> <li>○ Summarise</li> <li>○ Poetry and performance</li> </ul> </li> </ul>					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit titles:					
Fire, Fear and Fury		Blue Planet		Valiant Victorians	
Domains of knowledge					
<b>Guided Reading Texts</b> Superworm by Julia Donaldson The Rainbow Bear by <b>Michael Morpurgo</b> Gunpowder Plot—Non-Fiction Sparks in the Sky—Twinkl <b>Whole Class PSHE</b> Fing by David Walliams <b>Poetry</b> A Tiny Burning Flame- Unkown		<b>Guided Reading Texts</b> Rainbow Fish - Protecting the Planet—Non-Fiction Amazing People - David Attenborough <b>Whole Class PSHE</b> The BFG by Roald Dahl <b>Poetry</b> My Lonely Garden from Take off Your Brave by Nadim (aged 4)		<b>Guided Reading</b> George’s Marvellous Medicine by Roald Dahl <b>Whole Class PSHE</b> The Creakers by Tom Fletcher <b>Poetry</b> Owl and the Pussy Cat by E Lear	
Progressive skills:					
I can read accurately most words of two or more syllables. I can read most words containing common suffixes, i.e. –ment, -ness, -ful, -less, -ly I can read most common exception words. I can read most words accurately from age-appropriate books without overt sounding and blending, I can sound out most unfamiliar words accurately, without undue hesitation I can begin to read sufficiently fluently to allow us to focus on our understanding rather than on decoding individual words. I can read aloud most suitable books accurately, showing fluency and confidence at over 90 words per minute.					
Comprehension		Comprehension		Comprehension	
I can begin to recognise simple recurring literary language in stories and poetry.  I can discuss the meanings of words.  I can begin to discuss my favourite words and phrases.  I am beginning to make inferences on the basis of what is being said and done.		I can recognise simple recurring literary language in stories and poetry.  I can discuss and clarify the meanings of words.  I can discuss my favourite words and phrases with growing confidence.		I can recognise simple recurring literary language in stories and poetry with confidence.  I can discuss and clarify the meanings of words, linking new meanings to known vocabulary.  I can confidently discuss my favourite words and phrases. I can make inferences on the basis of what is being said and done.	

<p>I can begin to predict what might happen on the basis of what has been read so far.</p> <p>I can explain and discuss my understanding of books that I have listened to.</p> <p>I can listen to, begin to discuss and express views about a range of poetry, stories and non-fiction.</p> <p>I can participate in discussions about books, poems and other work that have been read to me.</p> <p>I can understand books I can read fluently by drawing on what I already know.</p> <p>I am beginning to answer and ask questions.</p> <p>I am beginning to discuss the sequence of events in books.</p> <p>I am beginning to become familiar with a range of stories, fairy stories and traditional tales.</p> <p>I can build up a repertoire of poems learnt by heart.</p>	<p>I am beginning to make inferences on the basis of what is being said and done with growing confidence.</p> <p>I can predict what might happen on the basis of what has been read so far.</p> <p>I can explain and discuss my understanding of books that I listen to and those that I read for myself.</p> <p>I can listen to, discuss and express views about a wide range of poetry, stories and non-fiction.</p> <p>I can participate in discussions about books, poems and other work that have been read to me and those that I have read for myself.</p> <p>I can understand books I can read accurately and fluently by drawing on what I already know, using vocabulary provided by the teacher.</p> <p>I can answer and ask questions with growing accuracy.</p> <p>I discuss the sequence of events in books and am beginning to discuss how items of information are related.</p> <p>I am becoming familiar with and can retell a wider range of stories, fairy stories and traditional tales.</p> <p>I can continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some.</p>	<p>I can predict what might happen on the basis of what has been read so far.</p> <p>I can explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read for myself.</p> <p>I can listen to, discuss and express views about a wide range of poetry, stories and non-fiction at a level beyond that at which I can read independently.</p> <p>I can participate in discussions about books, poems and other work that have been read to me and those that I have read for myself, taking turns and listening to what others say.</p> <p>I can understand books I can read accurately and fluently by drawing on what I already know or on background information and vocabulary provided by the teacher.</p> <p>I can answer and ask questions with accuracy.</p> <p>I can discuss the sequence of events in books and how items of information are related.</p> <p>I am becoming increasingly familiar with and can retell a wider range of stories, fairy stories and traditional tales.</p> <p>I can continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p>
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**Prior Knowledge:**

Children should be able to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. They should have an increasing vocabulary through listening to an extensive range of stories, rhymes, poems and non-fiction texts.

**Grammar terminology:**

letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, comma, exclamation mark, suffixes, prediction, poem, story, non-fiction