



Year 2

Reading Breadth of Study



| Autumn | Spring | Summer |
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| Decoding | | |
| Read some common exception words (Year 2 Spellings) | Read most common exception words accurately, without undue hesitation. (Year 2 Spellings) | Read all common exception words (Year 2 Spellings) |
| Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (-s, -es, -ing, -ed, -er and -est endings) words with more than two syllables . | Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (-s, -es, -ing, -ed, -er and -est endings) including words with two and three syllables that contain the same GPCs | Apply their growing knowledge of root words, prefixes and suffixes, to read aloud and understand the meaning of new words. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (-s, -es, -ing, -ed, -er and -est endings) including words with two and three syllables that contain the same GPCs |
| Read aloud, accurately and independently phonic scheme books (oxford owl reading tree) , non-fiction texts and chapter books that are consistent with their developing phonic knowledge. | Read aloud, accurately and independently phonic scheme books (oxford owl reading tree), chapter books and non-fiction texts that are consistent with their developing phonic knowledge. Read most words quickly and fluently with overt sounding / blending. | Read aloud, accurately and independently phonic scheme books (oxford owl reading tree) and chapter books that are consistent with their developing phonic knowledge. Apply phonic knowledge and blending until decoding has become embedded and reading is fluent. |
| Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) | Read words with contractions [for example, shouldn't, couldn't, wouldn't], and understand that the apostrophe represents the omitted letter(s) | Read words with contractions [for example, she'll, he'll, we'll], and understand that the apostrophe represents the omitted letter(s) |
| Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes , including, where applicable, alternative sounds for graphemes. | Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes , including, where applicable, alternative sounds for graphemes. | Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes , including, where applicable, alternative sounds for graphemes. |
| Read some common exception words (Year 2 Spellings) | Learning to appreciate poetry and recite some by heart | Learning to appreciate poetry/rhymes and recite some by heart |
| Comprehension | | |
| 1b identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information 40-80% | 1b identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information 40-80% | 1b identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information 40-80% |
| Checking the text makes sense as they read and self-correct mistakes. | Checking the text makes sense as they read and self-correct mistakes. | Checking the text makes sense as they read and self-correct mistakes. |
| Explaining clearly their understanding of what is read to them. Asking and answering questions about books. | Explaining clearly their understanding of what is read to them. Asking and answering questions about books. | Participating in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. |
| Discussing word meanings and linking new meanings to words already known. | Discussing word meanings and linking new meanings to words already known. | Discussing word meanings and linking new meanings to words already known. |
| Discuss images from "Pobble" or core texts. Pick out key information to answer questions and make inferences about what is happening in the picture. | Discuss images from "Pobble" or core texts. Pick out key information to answer questions and make inferences about what is happening in the picture. | Discuss images from "Pobble" or core texts. Pick out key information to answer questions and make inferences about what is happening in the picture. |
| Inference | | |
| 1d Make inference from the text | 1d Make inference from the text | 1d Make inference from the text |

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| 10- 35% Making inferences from the text based on what is said and done in the book. | 10- 35% Making inferences from the text based on what is said and done in the book. | 10- 35% Making inferences from the text based on what is said and done in the book. |
| 1c identify and explain the sequence of events in texts 0-8% Predicting what might happen from what has been read so far | Predicting what might happen from what has been read so far and sequencing the story. Discuss the sequence of events in the book and how events are related. | 1c identify and explain the sequence of events in texts 0-8% Discuss the sequence of events in the book and how events are related. Make links between the book they are reading and other books they have read. |
| 1a. Draw on knowledge of vocabulary to understand texts 3-20% Linking their own experiences to their reading and using these to help understand the text. | 1a. Draw on knowledge of vocabulary to understand texts 3-20% Linking their own experiences to their reading and using these to help understand the text. | 1a. Draw on knowledge of vocabulary to understand texts 3-20% Linking their own experiences to their reading and using these to help understand the text. |
| 1e predict what might happen on the basis of what has been read so far 0-5% | 1e predict what might happen on the basis of what has been read so far 0-5% | 1e predict what might happen on the basis of what has been read so far 0-5% 1a. Draw on knowledge of vocabulary to understand texts 3-20% Linking their own experiences to their reading and using these to help understand the text. |

Language For Effect

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| Discussing favourite words and phrases. | Discussing favourite words and phrases and why they like them. | Discussing favourite words and phrases and why they like them. |
| | Recognising recurring language in poems/stories. | Recognising recurring language in poems/stories. |

Themes and Conventions

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| Reading non-fiction books organised in different ways. | Understanding the particular characteristics of fairy tales and traditional stories. Reading non-fiction books organised in different ways. | Understanding the particular characteristics of fairy tales and traditional stories. Reading non-fiction books organised in different ways. |
| Discussing the significance of the title and events | Discussing the significance of the title and events. Discuss the significance of non-fiction texts - layout, subheadings, captions etc | Discussing the significance of the title and events. Discuss the significance of non-fiction texts - layout, subheadings, captions etc |
| Discussing the key messages, lessons and morals from a text, e.g. Be kind or include others. | Discussing the key messages, lessons and morals from a text, e.g. Be kind or include others. | Discussing the key messages, lessons and morals from a text, e.g. Be kind or include others. |

Consolidate Learning End Of Half Term Quiz/ Book Discussion.

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| Book discussion - discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Quiz - Weekly comprehension tests. Key Vocab - title, context page, page number, glossary fiction, non-fiction, real, imaginary. | Book discussion - Inference - making inferences on the basis of what is being said and done. Discussing the sequence of events in books and how items of information are relate. Quiz - Weekly comprehension tests. Key Vocab - title, context page, page number, glossary fiction, non-fiction, real, imaginary, rhyme, like & dislike. | Book discussion - Inference - making inferences on the basis of what is being said and done. Predicting what might happen on the basis of what has been read so far Quiz - Weekly comprehension tests. Key Vocab - title, context page, page number, glossary fiction, non-fiction, real, imaginary, rhyme, prediction, like, dislike, predicting. |
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Percentage Value

More Able

| Unicef Articles | |
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| Article 31 | Every child has the right to find out things and share what they think of others, by talking, drawing, writing or in any other way unless it harms or offends other people. |

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| Article 29 | Every child has the right to an education that should help them to use and develop their talents and abilities. It should also help them to learn to live peacefully, protect the environment and respect other people. |
| Article 17 | Every child has the right to get information that is important to their well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information they are getting is not harmful, and help them find and understand the information you need. |