

Autumn READING Year 2 PLANNING
 Autumn 1 - Into the forest – Fiction and Instructions – Non-Fiction
 Autumn 2 Recount Victorian day and Poetry

Word reading	Comprehension
<ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above. • read words containing common suffixes (English appendix 1) • read some common exception words, noting usual correspondences between spelling and sound and where these occur in the word. (40-63) • read most words quickly and accurately without overt sounding and blending, when they have been frequently encountered. • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • reread these books to build up their fluency and confidence in word reading 	<p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to, discussing and expressing views about stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories and traditional tales • being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read, and correcting inaccurate reading • making inferences on the basis of what is being said and done. • answering and asking questions about a text • predicting what might happen on the basis of what has been read so far <ul style="list-style-type: none"> • participate in discussion about books and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books and other material, both those that they listen to and those they have read for themselves

Spring READING Year 2 PLANNING
 Spring 1 – Mama Panya’s Pancakes – Fiction
 Spring 2 Diary of Vlad flea – Fiction and Poetry

Word reading	Comprehension
<ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately most words of two or more syllables that contain the same graphemes as above. • read most words containing common suffixes (English Appendix 1) • read many common exception words, noting unusual correspondence between spelling and sound and where these occur in the word. (45-63) • read most words quickly and accurately without overt sounding and blending, when they have been frequently encountered. • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • reread these books to build up their fluency and confidence in word reading 	<p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to, discussing and expressing views about stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories and traditional tales • being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read, and correcting inaccurate reading • making inferences on the basis of what is being said and done. • answering and asking questions about a text • predicting what might happen on the basis of what has been read so far <ul style="list-style-type: none"> • participate in discussion about books and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books and other material, both those that they listen to and those they have read for themselves

Summer READING Year 2 PLANNING
 Summer 1 – Peter Rabbit wanted poster – Fiction
 Summer 1 Enormous Crocodile – Fiction and Trip recount – Non-Fiction

Word reading	Comprehension
<ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately most words of two or more syllables that contain the same graphemes as above. • read most words containing common suffixes (English Appendix 1) • read many common exception words, noting unusual correspondence between spelling and sound and where these occur in the word. (55-63) • read most words quickly and accurately without overt sounding and blending, when they have been frequently encountered. (90 word per minute) • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • reread these books to build up their fluency and confidence in word reading 	<p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to, discussing and expressing views about stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories and traditional tales • being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases <p>understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read, and correcting inaccurate reading • making inferences on the basis of what is being said and done. • answering and asking questions about a text • predicting what might happen on the basis of what has been read so far <ul style="list-style-type: none"> • participate in discussion about books and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books and other material, both those that they listen to and those they have read for themselves

TAF Statements

TAF Greater Depth