



# Year 2 Reading Overview - what are we teaching?

Through our reading curriculum, children will

- Develop their **phonic knowledge** so they can accurately decode words (*focused on within EYFS and KS1, continued through intervention*)
- Develop **fluency** in reading and be able to read with **tone and expression**
- Develop a **love of reading** and individual preferences for books and authors
- Be able to **talk confidently** about books and their opinion on what they have read
- Develop and extend their **vocabulary**
- Develop a **deep understanding** of what they have read
- Develop their **understanding of the world** through experiencing a wide range of different genres and authors

## What should we be reading?

Children should...

- ◇ Listen to, discuss and express views about a wide range of **contemporary and classic poetry, stories and non-fiction** at a level beyond that which they can read independently.
- ◇ Be introduced to **non-fiction books that are structured in different ways**
- ◇ Becoming increasingly familiar with and retelling a wider range of **stories, fairy stories and traditional tales.**

## Reading Skills

### WORD READING

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.

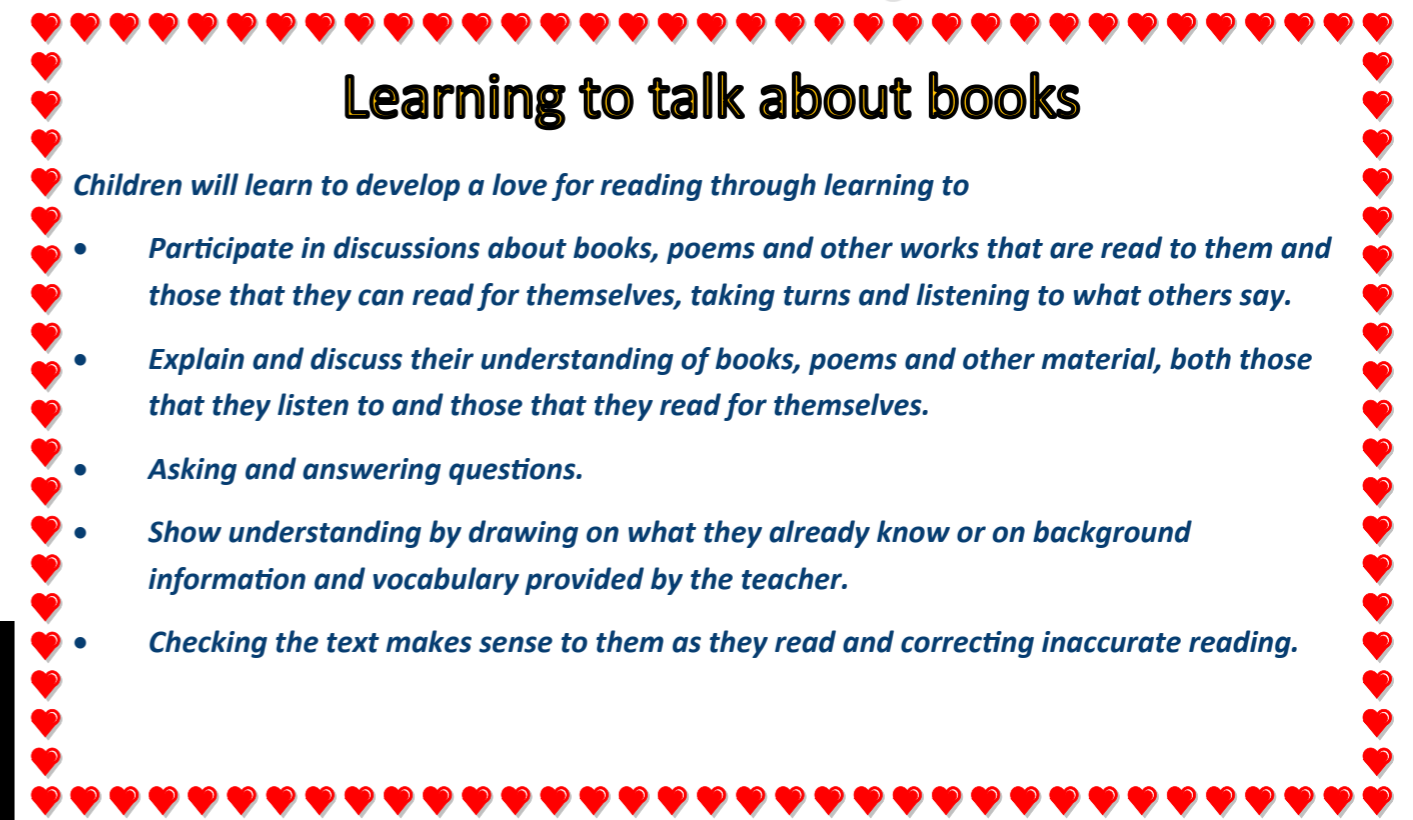
Read words containing common suffixes.

Re-read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

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.

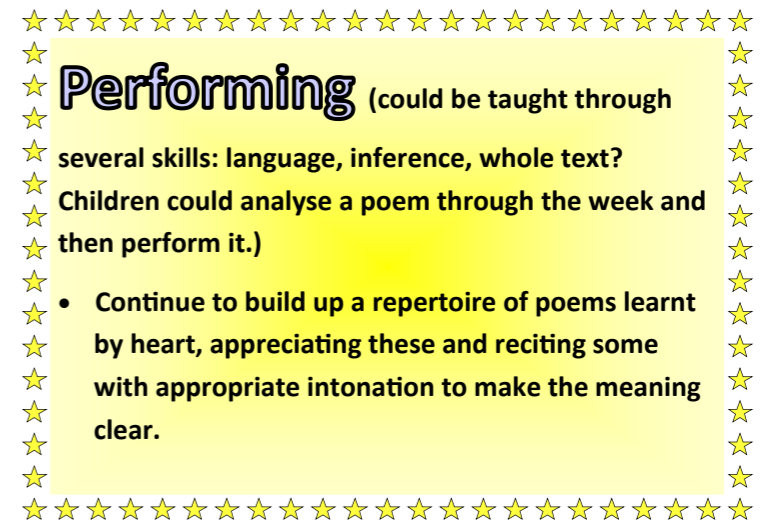
Re-read these books to build up their fluency and confidence in word reading.



## Learning to talk about books

Children will learn to develop a love for reading through learning to

- Participate in discussions about books, poems 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, poems and other material, both those that they listen to and those that they read for themselves.
- Asking and answering questions.
- Show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.
- Checking the text makes sense to them as they read and correcting inaccurate reading.



## Performing (could be taught through

- several skills: language, inference, whole text?  
Children could analyse a poem through the week and then perform it.)
- Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.

BIG 3: Retrieval	BIG 3: Inference	BIG 3: Language	MINI 2: Sequencing	MINI 4: Predicting
Be introduced to non-fiction books that are structured in different ways.	Make inferences based on what is being said or done.	Recognise simple recurring literary language in in stories and poetry.  Discuss and clarify the meaning of words, linking new meanings to known vocabulary.  Discuss favourite words and phrases.	Discuss the sequence of events in books and how items of information are related.	Predict what might happen on the basis of what has been read so far.



# Year 2 Reading Overview - how are we teaching it?

Through our reading curriculum, children will

- A. Develop their **phonic knowledge** so they can accurately decode words (*focused on within EYFS and KS1, continued through intervention in KS2 if required*)
- B. Develop **fluency** in reading and be able to read with **tone and expression**
- C. Develop a **love of reading** and individual preferences for books and authors
- D. Be able to **talk confidently** about books and their opinion on what they have read
- E. Develop and extend their **vocabulary**
- F. Develop a **deep understanding** of what they have read
- G. Develop their **understanding of the world** through experiencing a wide range of different genres and authors

All aims have equal weighting and all children will have access to a curriculum that covers these aspects.

E.g. SEN children in Year 6 may still be focusing on decoding and fluency, but will still experience rich texts with a range of vocabulary through reading lessons, and class novels.

## Reading Lessons

### Read Write Inc

#### Focus—A & B

Children who are not yet reading fluently at the end of Year 1 will continue with the school's phonics programme (RWI) daily into Year 2. The programme will continue daily until children are secure and reading fluently at an age related level. Additional shorter phonics interventions will run on an afternoon.

8.45—9:00	9:00—9:20	9:20— 9:45
Morning Reading	Spelling/Phonics	Reading
Morning Reading	Spelling/Phonics	Reading
Morning Reading	Spelling /Phonics	Reading
Morning Reading	Handwriting	Reading
Morning Reading	Spelling/Phonics/Handwriting	Reading

#### Focus—B-G

Over a one or two week period children will work on deepening their understanding of a particular aspect of reading: inference, retrieval, language, predicting or sequencing. Work and texts are differentiated according to children's ability and skills are selected based on ongoing assessment.

**Children will finish each block with a chance to revisit and apply their understanding of all skills through mixed comprehension questions based on a previously unseen text.**

## Reading for Enjoyment

#### Focus—B-G

At the end of the day, teachers' share a book with the class. They will read a book together over a half term and books will be selected that are rich in vocabulary, give children access to a range of authors and build in difficulty. These sessions are an opportunity for staff to model reading with expression, discuss vocabulary and promote book talk with the children, skills they will be able to apply in all aspects of their reading lessons. It is also an opportunity for staff to discuss what the children are reading at home and recommend different books to challenge their independent reading.