



YEAR 2

READING CURRICULUM



KNOW IT

YEAR 2

New Learning

Prior Learning

Common Exception Words

door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas

the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our.

High Frequency Words

away, good, want, over, how, did, man, going, would, or, took, school, think, home, didn't, ran, know, bear, can't, cat, long, things, new, after, wanted, eat, everyone, our, two, has, yes, play, take, dog, well, find, more, I'll, round, tree, magic, shouted, us, other, food, fox, way, been, stop, must, red, door, right, sea, these, began, boy, animals, never, next, first, lots, need, that's, baby, fish, gave, something, bed, may, still, found, live, say, soon, night, narrator, small, car, couldn't, three, head, king, town, I've, around, every, garden, fast, only, let's, much, suddenly, told, another, great, why, cried, keep, room, last, jumped, even, am, before, gran, clothes, tell, key, fun, place, mother, sat, boat, window, sleep, feet, morning, queen, each, book, its, green, let, girl, which, inside, run, under, hat, snow, air, trees, bad, tea, top, fell, box, dark, grandad, there's, looking, end, than, best, better, hot, sun, across, gone, hard, floppy, really, wind, wish, eggs, thing, stopped, ever, miss, most, cold, park, lived, birds, duck, horse, rabbit, white, coming, he's, river, liked, giant, looks, use, along, plants, dragon, pulled, we're, fly, grow

Oh, their, people, Mr, Mrs, looked, called, asked, could, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please

Phonics

Our school follows the Sounds-Write programme for the teaching of phonics.

Please refer to 'Phonics - Know It' and the programme teaching materials.

PHONICS

Children should be taught to blend to read words containing these structures:

| Extended Code | | | | Extended Code | | | |
|---------------|-----------------|---------|---------------|---------------|-----------------|---------|---------------|
| Unit 1 | ae | Unit 14 | u | Unit 27 | ae | Unit 39 | g - spelling |
| Unit 2 | ee | Unit 15 | ou - spelling | Unit 28 | d | Unit 40 | f |
| Unit 3 | ea - spelling | Unit 16 | s | Unit 29 | ee | Unit 41 | gh - spelling |
| Unit 4 | oe | Unit 17 | s - spelling | Unit 30 | i | Unit 42 | m |
| Unit 5 | o - spelling | Unit 18 | l | Unit 31 | y - spelling | Unit 43 | or |
| Unit 6 | er | Unit 19 | or | Unit 32 | oe | Unit 44 | h |
| Unit 7 | e | Unit 20 | air | Unit 33 | n | Unit 45 | k |
| Unit 8 | ow | Unit 21 | ue | Unit 34 | er | Unit 46 | r |
| Unit 9 | ow - spelling | Unit 22 | ew - spelling | Unit 35 | v | Unit 47 | t |
| Unit 10 | oo (as in moon) | Unit 23 | oy | Unit 36 | oo (as in moon) | Unit 48 | z |
| Unit 11 | ie | Unit 24 | ar | Unit 37 | j | Unit 49 | eer |
| Unit 12 | oo (as in book) | Unit 25 | o | Unit 38 | g | Unit 50 | a |
| Unit 13 | oo - spelling | Unit 26 | a - spelling | | | | |

DECODING & WORD RECOGNITION

Children should be taught to read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation through:

- Continuing to apply phonic knowledge and skills as the root to decoding words until automatic decoding of words is embedded and reading is fluent.
- Reading accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Reading accurately words of two or more syllables that contain taught graphemes.
- Reading words containing common suffixes.
- Reading further common exception words noting unusual correspondences between spelling and sound e.g. should, people, busy (see Know It).
- Reading known words quickly and accurately.
- Re-reading books to build up their fluency and confidence in word reading.
- Read words with taught endings 's', 'es', 'ing', 'ed', 'er' and 'est'.
- Read more polysyllabic words e.g. people, because.
- Use their knowledge of root words to read other words containing suffixes.

GRAMMAR, STRUCTURE & LAYOUT

GRAMMATICAL FEATURES

- Increase vocabulary and grammatical awareness to identify the differences between spoken and written language.
- Listen frequently to stories, poems and non-fiction to understand how written language can be structured.

COMPREHENSION

Children should have opportunities to become fluent at word reading, in order to greatly assist comprehension.

They should also have opportunities to:

- Discuss the sequence of events in books and how items of information are related.
- Draw upon what they already know or on background information or vocabulary provided by the teacher.
- Check that the text makes sense to them as they read and correct inaccurate reading. Re-word to match.
- Engage with drama or role-play activities in order to deepen understanding.
- Answer and ask questions.
- **Draw upon what they already know, background information and new vocabulary provided by the teacher, to develop understanding.**

RETRIEVAL

- Develop skimming skills to find important information quickly to answer questions such as, Where? When? Who? What?
- **Sequence parts of a story** or order of events in information texts using numbers, lines etc.
- Retrieve information presented in a range of different ways e.g. longer sections of text, bulleted list, captions, diagrams and cycles.
- **Find and copy a word from the text to explain or describe something.**

SUMMARISING

- Discuss main events across a whole story or part of it.
- Discuss key parts of factual processes linked to learning in other subjects.

INFERENCE

- **Make inferences on the basis of what is being said and done.**
- **Predict what might happen on the basis of what has been read so far.**
- Learn about cause and effect e.g. what has prompted a character to behave in a certain way.

VOCABULARY

Children should be given opportunities to broaden their vocabulary through:

- Recognising simple recurring literary language in stories and poetry.
- Discussing and clarifying the meaning of words, linking new meanings to known vocabulary.
- Listening to explanations of new word meanings.
- Using morphology such as prefixes to work out unknown words.
- **Discussing the effects of different words on the reader.**

EXPLORE, TEACH, PRACTISE

Children should be taught to expand their knowledge of words through:

- Beginning to use dictionaries and thesauruses to explore and compare definitions and identify synonyms.
- **Suggesting the meaning of unknown words using picture/context clues.**
- **Exploring links with known words and words with similar meanings.**
- **Seeing new words in isolation and then in context to cement understanding.**
- **Physicalising new words by showing it, being it or doing it, in order to develop understanding.**
- **Generating word lists linked to stories, topics, synonyms etc.**
- **Learning the meaning of simple root words in order to derive new words, e.g. excite-ment.**
- **Exploring ways to remember new word meanings.**

New Learning

Prior Learning

APPLY IT

YEAR 2

During Year 2, teaching should continue to focus on establishing pupils' accurate and speedy word-reading skills, in order for them to apply those skills to increase their vocabulary, comprehension and knowledge across the wider curriculum.

| READING FOR PURPOSE | READING FOR PLEASURE | READING FOR/WITH AN AUDIENCE |
|--|---|---|
| Children should use their developing reading skills to: | Children should develop a love of reading through: | Children should be given opportunity to: |
| <ul style="list-style-type: none"> Explore and use non-fiction books that are structured in different ways. Read, listen to and discuss books from across the curriculum to further develop their knowledge and understanding. | <ul style="list-style-type: none"> Discussing their favourite words and phrases. Continuing to build up and appreciate a repertoire of poems learned by heart. Listening to, 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. | <ul style="list-style-type: none"> Become increasingly familiar with and re-tell a wide range of stories, fairy stories and traditional tales. Recite poems with appropriate intonation to make the meaning clear. Participate in discussion about books, poems and other works that are read to them and those that they can read 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. |
| <ul style="list-style-type: none"> Learn some of the processes for finding out information. Link what they read or hear read to their own experiences. | <ul style="list-style-type: none"> Recognise and joining in with predictable phrases and patterned languages within shared texts. | <ul style="list-style-type: none"> Discuss punctuation within texts and learn how to respond to it. |

OUR YEAR 2 READING SPINE-HIGH QUALITY LITERATURE

In our school, children will have books such as these read to/with them across Year 2 to enable them to extend their vocabulary, understanding and develop their love of reading.

