



# 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.

## Broader Curriculum Objectives

## Word Reading &amp; Fluency

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has been embedded and reading is fluent.
- Read accurately by blending sounds in unfamiliar words containing GPCs taught, especially alternatives.
- Read accurately words of two or more syllables containing the same graphemes as above.
- Read words containing suffices.
- Read further common exception words, noting usual sound-spelling correspondences.
- 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 fluency and confidence in word reading.
- Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make meaning clear.

## Response to Text

- Listen to, discuss and express 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.
- Become increasing familiar with and retell a wider range of stories, fairy stories and traditional tales.
- Recognise simple recurring literary language in stories and poetry.
- Discuss their favourite words and phrases.
- Participate in discussion 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.

## PRIOR LEARNING YEAR 1

- Recite some familiar complete songs, rhymes and the alphabet by heart.
- Read extended code first spellings up to Unit 25.
- Develop blending skills to read words containing taught phonics code.
- Develop an increasing bank of words that can be read with automaticity including the Year 1 common exception words.
- Apply phonemic knowledge and skills to read words with speed and accuracy, in order to develop fluency.
- Recognise larger units within words to develop fluency.
- Re-read words, sentences and stories both with adults and independently, to develop fluency.
- Recognise sentence punctuation within texts read and shared.
- Increase page count in books read to develop reading stamina.

## PRIOR LEARNING YEAR 1

- Listen to, share and discuss a wide range of high quality texts to develop their love of reading.
- Begin to read more independently and unprompted to develop their love of reading.
- Learn to appreciate poems and rhymes and begin to express reasons for story/poem/rhyme preferences.
- Give opinions linked to books read to them including likes and dislikes.
- Express views about events or characters.
- Listen to new words read aloud and talk about words that they know and like.
- Draw links between the text and some of their own experiences.
- Discuss the significance of the title or events in a book.
- Look for and find information in non-fiction books.
- Answer and pose literal questions about a text.

- Recite familiar poems by heart.
- Develop knowledge of the extended code up to Unit 50.
- Use blending skills to read words containing all of the taught phonics code.
- Recognise larger units within words to help to decode more effectively and read more fluently.
- Read texts containing more sophisticated and challenging vocabulary including those linked to the wider curriculum.
- Read words frequently encountered with automaticity inc Year 2 common exception words.
- Use expression appropriately to support the meaning of sentences, including those with subordination.
- Develop confidence in tackling new texts independently.
- Show some attention to expression.

- Listen to, discuss and express views about a wide range of texts to develop their love of reading.
- Explain and discuss their understanding of books, poems and other material, both those read independently and those listened to.
- Engage in group discussion about a text; know and use words in discussion that have been encountered in simple texts.
- Express their own views about a book and listen to the opinions of others.
- Clarify the meaning of new words, linking new meanings to known vocabulary.
- Talk about the layout of non-fiction texts and how it helps the reader.
- Talk about how different items of information in non-fiction texts are related.

## Broader Curriculum Objectives

## Literal Understanding and Retrieval

- Discuss and clarify the meaning of new words, linking new meanings to known vocabulary.
- Discuss the sequence of events in books and how items of information are related.
- Check that the text makes sense to them as they read.
- Answer and ask questions.
- Explain and discuss their understanding of what of books, poems and other material, both those that they listen to and those that they read for themselves.

## 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.
- Draw on what they already know, or on background information and vocabulary provided by the teacher.

## PRIOR LEARNING YEAR 1

- Talk about the title and how it relates to events/information in the text.
- Explain key facts about what is read to them from a variety of texts.
- Retrieve answers to simple literal who, what, when, where, which and how questions.
- Discuss characters' appearance, behaviour and the events that happen to them, using detail from the text.
- Develop their knowledge of retrieval through images.
- Use phonic and vocabulary knowledge to recognise words and phrases which locate information found explicitly in a text.
- Sequence the events of a story that they are familiar with.
- Orally retell familiar stories

## PRIOR LEARNING YEAR 1

- Discuss the significance of the title and events e.g. why the title 'All Change' might be chosen for a book about Chameleons.
- Make simple inferences when a book is read to them e.g. how a character might feel after a particular event or why a character might be feeling jealous/disappointed etc.
- Infer basic points with direct reference to the pictures and words in a text.
- Predict what might happen next in a sequenced story.
- Make simple predictions based on the story and on their own experiences.
- Begin to explain these ideas verbally or through pictures.

- Scan for key words in the text to locate answers.
- Analyse the wording of a question in order to choose what to look for.
- Begin to find answers where the question word does not match the text word.
- Navigate different paragraphs in information texts to locate the most suitable paragraph.
- Independently read and answer simple questions about what they have just read.
- Recognise simple recurring literary language.
- Draw on vocabulary-knowledge to understand texts and solve problems.
- Discuss the sequence of events in a book, including how they are linked and how items of information are related.
- Locate information using contents, index, sub-heading, page numbers etc
- Identify what is known for certain from both narrative and non-fiction texts.

- Use pictures and words to make support inferences.
- Modify answers to inference questions as a story progresses.
- Make some inferences, answering 'how and why' questions which begin to reach beyond the text.
- Infer the feelings of a character and the most likely reason for these.
- Base answers on their own personal experiences e.g. Why might the Owl be frightened of the dark?
- Make predictions based on what has been read so far in terms of plot, character and language.
- Use their own knowledge and experiences, as well as what they have read, to provide reasons and explanation e.g. explain a moral or message; make a sequence of events; learn about cause and effect-what has prompted a character's behaviour?

# APPLY IT

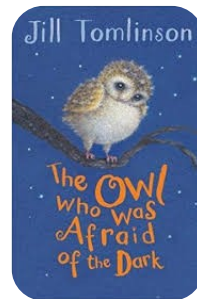
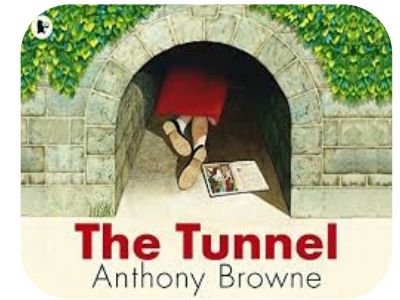
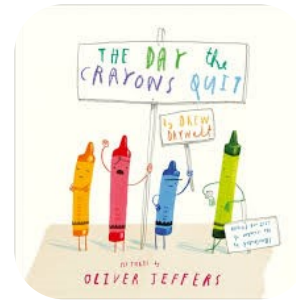
## YEAR 2

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"> <li>Explore and use non-fiction books that are structured in different ways.</li> <li>Read, listen to and discuss books from across the curriculum to further develop their knowledge and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing their favourite words and phrases.</li> <li>Continuing to build up and appreciate a repertoire of poems learned by heart.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Become increasingly familiar with and re-tell a wide range of stories, fairy stories and traditional tales.</li> <li>Recite poems with appropriate intonation to make the meaning clear.</li> <li>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.</li> <li>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>
<ul style="list-style-type: none"> <li>Learn some of the processes for finding out information.</li> <li>Link what they read or hear read to their own experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and joining in with predictable phrases and patterned languages within shared texts.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss punctuation within texts and learn how to respond to it.</li> </ul>

# CLASS READS

YEAR 2



# POETRY

