



## WORD READING

Consolidate from Year 1 and:

Letters and Sounds Phase 6
<b>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</b>
<b>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</b>
<b>Read accurately words of two or more syllables that contain the same graphemes as above (eg, shoulder, roundabout, grouping).</b>
<b>Read words containing common suffixes (eg, -ness, -ment, -ful, -ly).</b>
<b>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</b>
<b>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered (eg shout, hand, stop, dream).</b>
<b>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</b>
<b>Re-read these books to build up their fluency and confidence in word reading.</b>
Begin to read silently.

## COMPREHENSION

NOTE: The knowledge and skills that pupils need in order to comprehend are very similar at different ages. The complexity of the writing increases the level of challenge so ensure that the complexity of texts is increased from Year 1.

Y2 pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding.

### ENGAGING IN A RANGE OF READING

<b>Regularly listen to and 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 (including those from the school's identified Y2 'core texts').</b>
Read for a range of purposes (e.g. enjoyment, to find out information).
Make personal reading choices and explain reasons for these (e.g. linked to content, cover).
Recommend books that they have read to their peers [making links to personal reading choices and reasons for these].
Identify appropriate non-fiction books to use to find out information about a given topic.

### UNDERSTANDING THE STRUCTURE OF TEXTS

<b>Be introduced to non-fiction books that are structured in different ways.</b>
Identify non-fiction's feature that support the structure of the text (eg sub-headings, contents, glossary, captions, text boxes, diagrams).

### 1C – SUMMARISING / SEQUENCING

<b>Discuss the sequence of events in books (including identify the five stages of a story) and how items of information are related.</b>
Recognise the structure and/or patterns of some simple forms of poetry (eg list poems, question and answer poems, simple rhyming poetry).

### UNDERSTANDING THE THEMES, CONVENTIONS AND CONTEXTS OF TEXTS

<b>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales (continue to retell in a range of contexts).</b>
<b>Recognise simple recurring literary language in stories and poetry (eg typical phrases or expressions: 'run, run as fast as you can'; 'Long, long ago in a land far, far away...').</b>
Recognise typical settings (eg forest for a fairy story) and characters (eg good and bad and what typically happens to them).

### PERFORMING POETRY / PLAYSRIPTS

<b>Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear.</b>
Perform poetry individually or together; speak audibly and clearly.

### UNDERSTANDING WORD MEANINGS

<b>1A – MEANING OF WORDS IN CONTEXT</b>
<b>Discuss and clarify the meanings of words, linking new meanings to know vocabulary.</b>
Use picture dictionaries to check the meanings of words they have read/heard read.
Use morphology to work out the meaning of unfamiliar words (eg prefixes).

### UNDERSTANDING THE USE OF LANGUAGE

<b>Identify, discuss and collect their favourite words and phrases and give reasons for choice (eg alliteration, humorous phrases).</b>
Y2 pupils should be taught to understand both the books they can already read accurately and fluently and those they listen to.

### UNDERSTANDING THE TEXT

<b>Activate prior knowledge and draw on what they already know or on background information and vocabulary provided by the teacher.</b>
<b>Use active reading strategies including: checking that the text makes sense to them as they read; correcting inaccurate reading (eg checking that they word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic); asking questions (eg about things/words in the text they do not understand.)</b>

### UNDERSTANDING THE TEXT (Continued)

<b>Answer literal, inferential (see using inference and making predictions section) and evaluative comprehension questions.</b>
<b>Participate in discussion about both books, poems and other works that are read to them and those they can read for themselves, take turns and listen to what others say.</b>
<b>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</b>

### USING INFERENCE AND MAKING PREDICTIONS

<b>1D – INFERENCE</b>
<b>Make inferences on the basis of what is being said and done (eg use actions of characters to work out what time of day it is [eg getting the bus to school suggest it is early morning]; use actions of characters to work out where the story is set [eg 'Alex jumped off the swing and ran over to the slide' suggests he is in the park]; use inference to understand what has prompted a character's behaviour in a story)</b>
<b>1E – PREDICTION</b>
<b>Predict what might happen on the basis of what has been read so far (eg about how characters might behave from what they say or do).</b>
Make predictions based on knowledge of typical settings and what is likely to happen in them (eg a character could get lost in a forest or meet a wolf/bad character) and typical characters and how they are likely to behave.
Make predictions using experience of reading books by the same author (e.g. predict that a book by Julia Donaldson will rhyme).

### SUMMARISING

<b>1C – SUMMARISING / SEQUENCING</b>
<b>Identify the main ideas of text (eg 'This book is all about dogs, what they eat and how to look after them.')</b>

### NAVIGATING TEXTS

<b>1B – RETRIEVE AND RECORD INFORMATION</b>
<b>Locate pages showing specific information in fiction and non-fiction (e.g. flick through a book to look for particular pictures or headings or use contents page.)</b>
<b>Scan a short section of text for a key word.</b>