

- **Read words accurately and fluently without overt sounding and blending, developing appropriate accuracy and fluently (approximately 90 words per minute) (1)**
- **Recall specific simple information (e.g. names of characters, or places – find and copy a word or phrase)* (2)**
- **Make some inference about a character or incident from a single point of reference (what they say and do, referring to experiences)* (GDS From books that they are reading independently) (3)**
- **Make plausible predictions of what might happen on the basis of what has been read so far* (4)**
- **Read most common exception words appropriate to age group (Y2 appendix 1 NC) (5)**
- Read accurately by blending the sounds in words that contain the graphemes that have been taught (6)
- Read words of two or more syllables that contain taught GPCs (7)
- Read words containing common suffixes (refer to Y2 spelling appendix 1) (8)
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation (9)
- Show more awareness of basic punctuation e.g. often pausing at full stops and raising voice at question marks, louder at exclamation, pause at comma (. ? ! “ ”.)*(10)
- Identify vocabulary to interest the reader, through creating characters that show what they are like, do and say, as well as their appearance* (11)
- Listens to, discusses & expresses a view about a wide range of contemporary and classic poetry, stories & non-fiction at a level beyond that at which they can read independently (12)
- Summarise a story, giving the main points in sequence* (13)
- Retell a wider range of stories, fairy stories and traditional tales. (GDS: Make links between the books they are reading and books they have read) (14)
- Find information in non-fiction books, using features (e.g. contents, index and section of the book)* (15)
- Recognise simple recurring literary language in stories and poetry (16)
- Find and explain the meaning of new words, using a knowledge of similar words, prefixes, suffixes and the wider text content* (17)
- Comment on language choice, for words chosen by the authors* (18)
- Is continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear (19)
- In books, check it makes sense to them, correcting any inaccurate reading (20)
- Draw similarities and differences between characters / texts* (21)
- Read a wide range of text for pleasure (22)
- Participates in discussions by answering and asking questions in a range of texts (23)
- Take turns and listens to what others say during discussions about books, poems and other works that are read to them and those that they can read for themselves (24)
- In a book that they can read already, explain what has happened so far in what they have read (25)

**These objectives link to the Trust Comprehension Curriculum.*

This Reading Long Term Plan contains a variety of core texts and linked texts suitable for Year 2. The texts include rich, high-quality whole novels, picture books, poetry, songs and whole non-fiction texts or extracts from these. Class novels can be selected from the choice of texts available and begin following the completion of the Phase 5 Review. There are also additional whole text options for our 'We Love to Read' time which are read to the children. The six core texts that link to our school values must be read over the course of the year. The options of fiction, non-fiction and poetry books can be selected from and added to by the teacher, including re-reading books from previous year groups that the children have enjoyed. Teachers may also select from these texts during our Friday Class Book Vote.

Year 2
Autumn 1



Class Novel

Word Reading

Phase 5 Review until Week 5
Graphemes: /ai/ a-e ai ay a eigh ea ey aigh, /ee/ y ea ee e ie ey e-e, /igh/ igh i-e i y ie, /oo/ /yoo/ oo u u-e ew ue ou ui, /air/ air are ear ere, /ur/ er ur ir or ear, /ow/ ou ow, /or/ or a aw au ore oor al oar our augh aur, /zh/ si su, /ch/ ch tch, /chuh/ ture, /sh/ sh ti ch ssi ci si, /j/ j g ge dge, /s/ s ss c ce se st sc, /u/ ou, /e/ ea, /i/ y, /o/ a, /u/ o o-e, /oo/ u oul, schwa er a or ar our re, ie /eel/ ligh, y /eel/ ligh/ /il/, ea /eel/ /el/ /ai/, a /a/ /ai/ /or/

Tricky words: people, eye, whole, through, improve, move, prove, shoe, two, who, beautiful, their, parents, thought, sure, once, again, any, many, friend, busy, pretty, because, laugh, friend

Reading Practice



Children will continue to read books from the Collins Big Cat for Little Wandle Phonics series in Reading Practice Sessions three times per week.

Fluency

Read words accurately and fluently without overt sounding and blending, developing appropriate accuracy and fluently (approximately 90 words per minute).
Read most common exception words appropriate to age group (Y2 appendix 1 NC).
Read accurately by blending the sounds in words that contain the graphemes that have been taught.
Read words of two or more syllables that contain taught GPCs.
Read words containing common suffixes (refer to Y2 spelling appendix 1).
Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

Text Teaching Focus

Fiction (including Class Novel)

- Use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they have read.
- Identify and describe characters, expressing own views and using words and phrases from texts.

Non Fiction

- Identify similarities and differences between fiction and non-fiction and then understand how these are structured.
- Explore and note features of non-fiction books that are structured in different ways.
- Use glossaries to locate words by using the initial letter.

Poetry

- Talk about own views, the subject matter and possible meanings in poems.
- Comment on which words have most effect and why.
- Explore diamantes, noting how the poem is presented in the shape of a diamond and that precise verbs and how adjectives are used.

Comprehension

VOCABULARY	IDENTIFY & RETRIEVE	SEQUENCE	INFER	PREDICT	CONTENT & STRUCTURE	ENHANCED MEANING	COMPARISON
Draw on knowledge of vocabulary to understand texts	Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information	Identify and explain the sequence of events in texts	Make inferences from the text	Predict what might happen on the basis of what has been read so far	Understand the features and structures of texts	Understand impact of word choice and language tools	Draw comparisons across a text and between texts
<ul style="list-style-type: none"> • Identify the meaning of vocabulary in context. • Find and explain the meaning of new words, using a knowledge of similar words, prefixes and suffixes and the wider text content. • Comment on language choice for words chosen by the authors E.g. slimy is a good word to describe a slug because they are wet. • Identify and discuss the effect of alliteration. 	<ul style="list-style-type: none"> • Retrieve and explain relevant details from fiction and non-fiction to demonstrate understanding of character, events and information Recall specific simple information (e.g. names of characters or places) • Find information in non-fiction books using features (e.g. contents, index, and sections of the book). 	<ul style="list-style-type: none"> • Identify sequences of events in a range of straightforward texts • Identify events and how they fit together, using time adverbs e.g. then, before, next, earlier. <i>What was the next thing to happen after the character ate breakfast.</i> • Summarise a story – giving the main points in sequence. 	<ul style="list-style-type: none"> • Make an inference about a character or incident from a single point of reference (what they say and do, referring to own experiences) e.g. <i>'Children had to work all day in the mines, and that is why they are tired'. How does the way the character said that, let us know how he was feeling?</i> 	<ul style="list-style-type: none"> • Make simple and general predictions based on the text • Make predictions about a text using a range of clues e.g. experience of books by the same author, experience of the same text type (e.g. repetitive story, or the blurb). 	<ul style="list-style-type: none"> • Recognise the features of a range of taught non-fiction texts e.g. non-chronological report, letter, recount • Recognise that narrative is generally organised in paragraphs • Recognise the effect of basic punctuation e.g. use of exclamation mark, question for the reader 	<ul style="list-style-type: none"> • Identify vocabulary to interest the reader, through creating characters that show what they are like, do and say, as well as their appearance. • Identify vocabulary that shows that the way characters speak, reflects their personality e.g. the verbs used for dialogue shows how the character is feeling. • Identify simple noun phrases in reading e.g. the massive queue, my best friend. 	<ul style="list-style-type: none"> • Using the text as evidence, give similarities and differences between given aspects – and represent the information in different ways (tables, Venn diagram, lists etc.)

Year 2
Autumn 2



Some children will be ready to move onto the Collins Big Cat for Little Wandle Fluency Books at their appropriate fluency level in Reading Practice Sessions three times per week. Other children will continue to read books from the Collins Big Cat for Little Wandle Phonics series in Reading Practice Sessions three times per week, linked to their Rapid Catch-Up work.

- Read words accurately and fluently without overt sounding and blending, developing appropriate accuracy and fluently (approximately 90 words per minute).**
Read most common exception words appropriate to age group (Y2 appendix 1 NC).
Read accurately by blending the sounds in words that contain the graphemes that have been taught.
Read words of two or more syllables that contain taught GPCs.
Read words containing common suffixes (refer to Y2 spelling appendix 1).
Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

	Fiction (including Class Novel)	Non Fiction	Poetry
Text Teaching Focus	<ul style="list-style-type: none"> Use knowledge of familiar texts to re-enact or retell to others, recounting the main points in the correct sequence. Be aware of story structures, e.g. actions/reactions and the way that stories are built up and concluded. 	<ul style="list-style-type: none"> Explain how the main features of non-fiction texts are used. Pose questions for research and read non-fiction to find answers. Locate books by classification in the school library. 	<ul style="list-style-type: none"> Identify and discuss favourite poems and poets, use appropriate terms, e.g. poet, poem, verse, rhyme and refer to the language of the poems. Identify alliteration and describe the effect. Perform individually or together, speaking clearly and audibly.

Comprehension	VOCABULARY	IDENTIFY & RETRIEVE	SEQUENCE	INFER	PREDICT	CONTENT & STRUCTURE	ENHANCED MEANING	COMPARISON
	<ul style="list-style-type: none"> Draw on knowledge of vocabulary to understand texts Identify the meaning of vocabulary in context. Find and explain the meaning of new words, using a knowledge of similar words, prefixes and suffixes and the wider text content. Comment on language choice for words chosen by the authors E.g. slimy is a good word to describe a slug because they are wet. Identify and discuss the effect of alliteration. 	<p style="text-align: center;">Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information</p> <ul style="list-style-type: none"> Retrieve and explain relevant details from fiction and non-fiction to demonstrate understanding of character, events and information Recall specific simple information (e.g. names of characters or places) Find information in non-fiction books using features (e.g. contents, index, and sections of the book). 	<p style="text-align: center;">Identify and explain the sequence of events in texts</p> <ul style="list-style-type: none"> Identify sequences of events in a range of straightforward texts Identify events and how they fit together, using time adverbs e.g. then, before, next, earlier. <i>What was the next thing to happen after the character ate breakfast.</i> Summarise a story – giving the main points in sequence. 	<p style="text-align: center;">Make inferences from the text</p> <ul style="list-style-type: none"> Make an inference about a character or incident from a single point of reference (what they say and do, referring to own experiences) e.g. <i>'Children had to work all day in the mines, and that is why they are tired'. How does the way the character said that, let us know how he was feeling?</i> 	<p style="text-align: center;">Predict what might happen on the basis of what has been read so far</p> <ul style="list-style-type: none"> Make simple and general predictions based on the text Make predictions about a text using a range of clues e.g. experience of books by the same author, experience of the same text type (e.g. repetitive story, or the blurb). 	<p style="text-align: center;">Understand the features and structures of texts</p> <ul style="list-style-type: none"> Recognise the features of a range of taught non-fiction texts e.g. non-chronological report, letter, recount Recognise that narrative is generally organised in paragraphs Recognise the effect of basic punctuation e.g. use of exclamation mark, question for the reader 	<p style="text-align: center;">Understand impact of word choice and language tools</p> <ul style="list-style-type: none"> Identify vocabulary to interest the reader, through creating characters that show what they are like, do and say, as well as their appearance. Identify vocabulary that shows that the way characters speak, reflects their personality e.g. the verbs used for dialogue shows how the character is feeling. Identify simple noun phrases in reading e.g. the massive queue, my best friend. 	<p style="text-align: center;">Draw comparisons across a text and between texts</p> <ul style="list-style-type: none"> Using the text as evidence, give similarities and differences between given aspects – and represent the information in different ways (tables, Venn diagram, lists etc.)

Year 2

Spring 1

Class Novel



Reading Practice



Most children will be ready to move onto the Collins Big Cat for Little Wandle Fluency Books at their appropriate fluency level in Reading Practice Sessions three times per week. Some children will continue to read books from the Collins Big Cat for Little Wandle Phonics series in Reading Practice Sessions three times per week, linked to their Rapid Catch-Up work.

Fluency

- Read words accurately and fluently without overt sounding and blending, developing appropriate accuracy and fluently (approximately 90 words per minute).
- Read most common exception words appropriate to age group (Y2 appendix 1 NC).
- Read accurately by blending the sounds in words that contain the graphemes that have been taught.
- Read words of two or more syllables that contain taught GPCs.
- Read words containing common suffixes (refer to Y2 spelling appendix 1).
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

Text Teaching Focus

Fiction (including Class Novel)

- Discuss reasons for, or causes of, incidents in stories.
- Identify and compare basic story elements, e.g. beginnings and endings to different stories.
- Explore patterns of literary language.

Non Fiction

- Use a contents page and index to navigate a text.
- Scan a text to find specific sections, e.g. key words or phrases, subheadings, captions etc.
- Identify how written instructions are organised, e.g. lists, numbered points, diagrams with arrows, bullet points, keys.

Poetry

- Identify and discuss simple poetry patterns and structures.
- Perform poems, use actions and sound effects to add to the poem's meaning

Comprehension

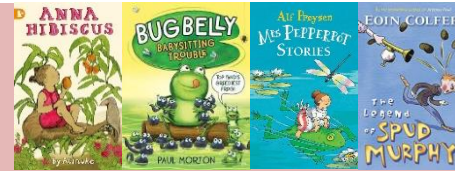
VOCABULARY	IDENTIFY & RETRIEVE	SEQUENCE	INFER	PREDICT	CONTENT & STRUCTURE	ENHANCED MEANING	COMPARISON
Draw on knowledge of vocabulary to understand texts	Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information	Identify and explain the sequence of events in texts	Make inferences from the text	Predict what might happen on the basis of what has been read so far	Understand the features and structures of texts	Understand impact of word choice and language tools	Draw comparisons across a text and between texts
<ul style="list-style-type: none"> Identify the meaning of vocabulary in context. Find and explain the meaning of new words, using a knowledge of similar words, prefixes and suffixes and the wider text content. Comment on language choice for words chosen by the authors E.g. slimy is a good word to describe a slug because they are wet. Identify and discuss the effect of alliteration. 	<ul style="list-style-type: none"> Retrieve and explain relevant details from fiction and non-fiction to demonstrate understanding of character, events and information Recall specific simple information (e.g. names of characters or places) Find information in non-fiction books using features (e.g. contents, index, and sections of the book). 	<ul style="list-style-type: none"> Identify sequences of events in a range of straightforward texts Identify events and how they fit together, using time adverbs e.g. then, before, next, earlier. <i>What was the next thing to happen after the character ate breakfast.</i> Summarise a story – giving the main points in sequence. 	<ul style="list-style-type: none"> Make an inference about a character or incident from a single point of reference (what they say and do, referring to own experiences) e.g. <i>'Children had to work all day in the mines, and that is why they are tired'. How does the way the character said that, let us know how he was feeling?</i> 	<ul style="list-style-type: none"> Make simple and general predictions based on the text Make predictions about a text using a range of clues e.g. experience of books by the same author, experience of the same text type (e.g. repetitive story, or the blurb). 	<ul style="list-style-type: none"> Recognise the features of a range of taught non-fiction texts e.g. non-chronological report, letter, recount Recognise that narrative is generally organised in paragraphs Recognise the effect of basic punctuation e.g. use of exclamation mark, question for the reader 	<ul style="list-style-type: none"> Identify vocabulary to interest the reader, through creating characters that show what they are like, do and say, as well as their appearance. Identify vocabulary that shows that the way characters speak, reflects their personality e.g. the verbs used for dialogue shows how the character is feeling. Identify simple noun phrases in reading e.g. the massive queue, my best friend. 	<ul style="list-style-type: none"> Using the text as evidence, give similarities and differences between given aspects – and represent the information in different ways (tables, Venn diagram, lists etc.)

	Year 2							
	Spring 2							
Class Novel								
Reading Practice	 <p>Most children will be ready to move onto the Collins Big Cat for Little Wandle Fluency Books at their appropriate fluency level in Reading Practice Sessions three times per week. Some children will continue to read books from the Collins Big Cat for Little Wandle Phonics series in Reading Practice Sessions three times per week, linked to their Rapid Catch-Up work.</p>							
Fluency	<p>Read words accurately and fluently without overt sounding and blending, developing appropriate accuracy and fluently (approximately 90 words per minute).</p> <p>Read most common exception words appropriate to age group (Y2 appendix 1 NC).</p> <p>Read accurately by blending the sounds in words that contain the graphemes that have been taught.</p> <p>Read words of two or more syllables that contain taught GPCs.</p> <p>Read words containing common suffixes (refer to Y2 spelling appendix 1).</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p>							
Text Teaching Focus	Fiction (including Class Novel)			Non Fiction			Poetry	
	<ul style="list-style-type: none"> Re-tell stories to give the main points in sequence and pick out significant incidents. Understand time and sequential relationships in stories, e.g. what happened and when. Identify and discuss reasons for events in stories linked to the plot. 			<ul style="list-style-type: none"> Understand how to read different non-fiction texts, e.g. know that the reader doesn't need to go from start to finish but actually selects according to what is needed. Learn about cause and effect non-fiction, the features and language associated with it. 			<ul style="list-style-type: none"> Explore adventurous word choices and explain the effect. Explore riddles noting how the poem describes a noun but does not name it, how the last line usually directly addresses the reader and uses a question and the mood of the poem being light hearted. 	
Comprehension	VOCABULARY	IDENTIFY & RETRIEVE	SEQUENCE	INFER	PREDICT	CONTENT & STRUCTURE	ENHANCED MEANING	COMPARISON
	Draw on knowledge of vocabulary to understand texts	Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information	Identify and explain the sequence of events in texts	Make inferences from the text	Predict what might happen on the basis of what has been read so far	Understand the features and structures of texts	Understand impact of word choice and language tools	Draw comparisons across a text and between texts
	<ul style="list-style-type: none"> Identify the meaning of vocabulary in context. Find and explain the meaning of new words, using a knowledge of similar words, prefixes and suffixes and the wider text content. Comment on language choice for words chosen by the authors E.g. slimy is a good word to describe a slug because they are wet. Identify and discuss the effect of alliteration. 	<ul style="list-style-type: none"> Retrieve and explain relevant details from fiction and non-fiction to demonstrate understanding of character, events and information Recall specific simple information (e.g. names of characters or places) Find information in non-fiction books using features (e.g. contents, index, and sections of the book). 	<ul style="list-style-type: none"> Identify sequences of events in a range of straightforward texts Identify events and how they fit together, using time adverbs e.g. then, before, next, earlier. <i>What was the next thing to happen after the character ate breakfast.</i> Summarise a story – giving the main points in sequence. 	<ul style="list-style-type: none"> Make an inference about a character or incident from a single point of reference (what they say and do, referring to own experiences) e.g. 'Children had to work all day in the mines, and that is why they are tired'. <i>How does the way the character said that, let us know how he was feeling?</i> 	<ul style="list-style-type: none"> Make simple and general predictions based on the text Make predictions about a text using a range of clues e.g. experience of books by the same author, experience of the same text type (e.g. repetitive story, or the blurb. 	<ul style="list-style-type: none"> Recognise the features of a range of taught non-fiction texts e.g. non-chronological report, letter, recount Recognise that narrative is generally organised in paragraphs Recognise the effect of basic punctuation e.g. use of exclamation mark, question for the reader 	<ul style="list-style-type: none"> Identify vocabulary to interest the reader, through creating characters that show what they are like, do and say, as well as their appearance. Identify vocabulary that shows that the way characters speak, reflects their personality e.g. the verbs used for dialogue shows how the character is feeling. Identify simple noun phrases in reading e.g. the massive queue, my best friend. 	<ul style="list-style-type: none"> Using the text as evidence, give similarities and differences between given aspects – and represent the information in different ways (tables, Venn diagram, lists etc.)

Year 2

Summer 1

Class Novel



Reading Practice



Most children will read the Collins Big Cat for Little Wandle Fluency Books at their appropriate fluency level in Reading Practice Sessions three times per week. Some children will continue to read books from the Collins Big Cat for Little Wandle Phonics series in Reading Practice Sessions three times per week, linked to their Rapid Catch-Up work.

Fluency

- Read words accurately and fluently without overt sounding and blending, developing appropriate accuracy and fluently (approximately 90 words per minute).
- Read most common exception words appropriate to age group (Y2 appendix 1 NC).
- Read accurately by blending the sounds in words that contain the graphemes that have been taught.
- Read words of two or more syllables that contain taught GPCs.
- Read words containing common suffixes (refer to Y2 spelling appendix 1).
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

Text Teaching Focus

Fiction (including Class Novel)

- Predict story endings/incidents while reading.
- Make connections by comparing books by the same author: settings, characters and themes.
- Compare books by different authors on similar themes or with similar characters, evaluate and give reasons.

Non Fiction

- Skim-read the title, contents page illustrations, chapter headings and subheadings.
- Predict what the book/text may be about.
- Know that glossaries give definitions and explanations; discuss what definitions are.

Poetry

- Discuss meanings of words and phrases that create humour and sound effects in poetry, e.g. nonsense poems, tongue twisters and riddles.

Comprehension

VOCABULARY

Draw on knowledge of vocabulary to understand texts

- Identify the meaning of vocabulary in context.
- Find and explain the meaning of new words, using a knowledge of similar words, prefixes and suffixes and the wider text content.
- Comment on language choice for words chosen by the authors E.g. slimy is a good word to describe a slug because they are wet.
- Identify and discuss the effect of alliteration.

IDENTIFY & RETRIEVE

Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information

- Retrieve and explain relevant details from fiction and non-fiction to demonstrate understanding of character, events and information Recall specific simple information (e.g. names of characters or places)
- Find information in non-fiction books using features (e.g. contents, index, and sections of the book).

SEQUENCE

Identify and explain the sequence of events in texts

- Identify sequences of events in a range of straightforward texts
- Identify events and how they fit together, using time adverbs e.g. then, before, next, earlier. *What was the next thing to happen after the character ate breakfast.*
- Summarise a story – giving the main points in sequence.

INFER

Make inferences from the text

- Make an inference about a character or incident from a single point of reference (what they say and do, referring to own experiences) e.g. *'Children had to work all day in the mines, and that is why they are tired'. How does the way the character said that, let us know how he was feeling?*

PREDICT

Predict what might happen on the basis of what has been read so far

- Make simple and general predictions based on the text
- Make predictions about a text using a range of clues e.g. experience of books by the same author, experience of the same text type (e.g. repetitive story, or the blurb).

CONTENT & STRUCTURE

Understand the features and structures of texts

- Recognise the features of a range of taught non-fiction texts e.g. non-chronological report, letter, recount
- Recognise that narrative is generally organised in paragraphs
- Recognise the effect of basic punctuation e.g. use of exclamation mark, question for the reader

ENHANCED MEANING

Understand impact of word choice and language tools

- Identify vocabulary to interest the reader, through creating characters that show what they are like, do and say, as well as their appearance.
- Identify vocabulary that shows that the way characters speak, reflects their personality e.g. the verbs used for dialogue shows how the character is feeling.
- Identify simple noun phrases in reading e.g. the massive queue, my best friend.

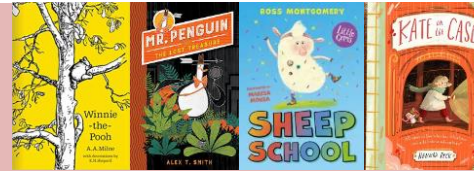
COMPARISON

Draw comparisons across a text and between texts

- Using the text as evidence, give similarities and differences between given aspects – and represent the information in different ways (tables, Venn diagram, lists etc.)

Year 2
Summer 2

Class Novel



Reading Practice



Most children will read the Collins Big Cat for Little Wandle Fluency Books at their appropriate fluency level in Reading Practice Sessions three times per week. Some children will continue to read books from the Collins Big Cat for Little Wandle Phonics series in Reading Practice Sessions three times per week, linked to their Rapid Catch-Up work.

Fluency

- Read words accurately and fluently without overt sounding and blending, developing appropriate accuracy and fluently (approximately 90 words per minute).**
- Read most common exception words appropriate to age group (Y2 appendix 1 NC).**
- Read accurately by blending the sounds in words that contain the graphemes that have been taught.**
- Read words of two or more syllables that contain taught GPCs.**
- Read words containing common suffixes (refer to Y2 spelling appendix 1).**
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation**

Text Teaching Focus

Fiction (including Class Novel)

- Identify typical themes, e.g. trials and forfeits, good over evil, weak over strong, wise over foolish.

Non Fiction

- Understand how to use alphabetically ordered texts to retrieve information.
- Evaluate the usefulness of a text for its purpose.

Poetry

- Listen and read to classic poetry, discussing and expressing views.
- Act out a poem using voices and intonation.

Comprehension

VOCABULARY

Draw on knowledge of vocabulary to understand texts

- Identify the meaning of vocabulary in context.
- Find and explain the meaning of new words, using a knowledge of similar words, prefixes and suffixes and the wider text content.
- Comment on language choice for words chosen by the authors E.g. slimy is a good word to describe a slug because they are wet.
- Identify and discuss the effect of alliteration.

IDENTIFY & RETRIEVE

Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information

- Retrieve and explain relevant details from fiction and non-fiction to demonstrate understanding of character, events and information Recall specific simple information (e.g. names of characters or places)
- Find information in non-fiction books using features (e.g. contents, index, and sections of the book).

SEQUENCE

Identify and explain the sequence of events in texts

- Identify sequences of events in a range of straightforward texts
- Identify events and how they fit together, using time adverbs e.g. then, before, next, earlier. *What was the next thing to happen after the character ate breakfast.*
- Summarise a story – giving the main points in sequence.

INFER

Make inferences from the text

- Make an inference about a character or incident from a single point of reference (what they say and do, referring to own experiences) e.g. *'Children had to work all day in the mines, and that is why they are tired'. How does the way the character said that, let us know how he was feeling?*

PREDICT

Predict what might happen on the basis of what has been read so far

- Make simple and general predictions based on the text
- Make predictions about a text using a range of clues e.g. experience of books by the same author, experience of the same text type (e.g. repetitive story, or the blurb).

CONTENT & STRUCTURE

Understand the features and structures of texts

- Recognise the features of a range of taught non-fiction texts e.g. non-chronological report, letter, recount
- Recognise that narrative is generally organised in paragraphs
- Recognise the effect of basic punctuation e.g. use of exclamation mark, question for the reader

ENHANCED MEANING

Understand impact of word choice and language tools

- Identify vocabulary to interest the reader, through creating characters that show what they are like, do and say, as well as their appearance.
- Identify vocabulary that shows that the way characters speak, reflects their personality e.g. the verbs used for dialogue shows how the character is feeling.
- Identify simple noun phrases in reading e.g. the massive queue, my best friend.

COMPARISON

Draw comparisons across a text and between texts

- Using the text as evidence, give similarities and differences between given aspects – and represent the information in different ways (tables, Venn diagram, lists etc.)

Year 2

We Love To Read Time Class Book Choices

Values Texts	<p>Kindness</p> 	<p>Respect</p> 	<p>Resilience</p> 	<p>Fairness</p> 	<p>Teamwork</p> 	<p>Ambition</p> 
Fiction						
Non-Fiction						
Poetry Spine	<p>Autumn 1</p>  <p>Caterpillar by Christina Rossetti</p>	<p>Autumn 2</p>  <p>From 'Night' by William Blake</p>	<p>Spring 1</p>  <p>The Months by Sara Coleridge</p>	<p>Spring 2</p>  <p>Hands on the Bridge by Michael Rosen</p>	<p>Summer 1</p>  <p>On the Ning Nang Nong by Spike Milligan</p>	<p>Summer 2</p>  <p>From a Railway Carriage by Robert Louis Stevenson</p>
Other Poetry						
Nursery Rhymes	<p>Autumn 1</p> <ul style="list-style-type: none"> Sally Go Round the Sun Boys and Girls Come Out to Play Cobbler Cobbler What are Boys and Girls Made of? She Sells Sea Shells 	<p>Autumn 2</p> <ul style="list-style-type: none"> London Bridge is Falling Down When Goldilocks went to the House of the Bears Ring-a-Ring-o-Roses London's Burning Christmas is Coming 	<p>Spring 1</p> <ul style="list-style-type: none"> A Week of Birthdays Goosey Goosey Gander Little Jack Horner Down in the Jungle Days in a Month 	<p>Spring 2</p> <ul style="list-style-type: none"> Hush Little Baby Lavender's Blue To the Magpie Peter Piper Old Mother Hubbard 	<p>Summer 1</p> <ul style="list-style-type: none"> Kookaburra Sits in the Old Gun Tree Oranges and Lemons Sing a Song of Sixpence Bobby Shaftoe Frère Jacques 	<p>Summer 2</p> <ul style="list-style-type: none"> One Finger, One Thumb, Keep Moving This Old Man The Bear Went Over the Mountain I Can Sing a Rainbow This is the House that Jack Built