Year 2 Autumn

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| **Book Talk – Understanding and Discussing** | **Word Meanings/Vocabulary** | **Authorial Intent** |
| * Draw on what they already know or on background information and vocabulary provided by the teacher
* Explain and discuss their understanding of texts, both those that they listen to and those which they read for themselves
* Use pictures or words to make inferences
* Predict what might happen on the basis of what has been read so far
* Express own views about a text
* Read and answer simple questions about what they have read
* Order events from a text
* Discuss the sequence of events in texts
* Make inferences about characters feelings using what they say and do
* Check that the text makes sense to them as they read and correct inaccurate reading
* Discuss the sequence of events and how items of information are related
* Begin to read non-fiction texts that are structured in different ways
* Participate in discussions about books, poems and other works that that are read to them and those that can be read by themselves; taking turns and listening to what others’ say
* Discuss some similarities between texts
* Ask questions about what they have read
 | * Discuss and clarify the meanings of words, linking new meaning to known vocabulary
 | * Discuss favourite words and phrases
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| **Fluency** | **Poetry and Performing/Oracy** | **Range of Reading/Familiarity of Texts** |
| * Apply phonic knowledge and skills consistently to decode quickly and accurately
* Read accurately by blending, including alternative sounds for graphemes
* Read multi-syllabic containing these graphemes
* Read some phonically decodable books with fluency, sounding out unfamiliar words automatically
* Re-read books to build up fluency and confidence
* Chunk language units together in texts to practise phrasing within reading (e.g. once upon a time)
* Take notice of and use punctuation to phrase correctly when reading aloud
* Track text with eyes (the pace of reading should not be dictated by finger pointing)
* Begin to improve fluency in reading by being exposed to echo, choral and partner reading that is modelled explicitly by the teacher
* Read common suffixes (such as: -ment, -less, -ness, -ful and -ly)
* Read most words quickly and accurately without overt sounding and blending
 | * Build up a repertoire of poems learned by heart, appreciate these and recite some with appropriate intonation to make meaning clear
* Listen to the opinions of others
* Retell using a wider variety of story language
 | * Listen to, discuss and express views about a wide range of texts at a level beyond which they can read independently
* Become increasingly familiar with and retell a wide range of stories
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Year 2 Spring

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| **Book Talk – Understanding and Discussing** | **Word Meanings/Vocabulary** | **Authorial Intent** |
| * Discuss the sequence of events and how items of information are related
* Draw on what they already know or on background information and vocabulary provided by the teacher
* Check that the text makes sense to them as they read and correct inaccurate reading
* Begin to read non-fiction texts that are structured in different ways
* Participate in discussions about books, poems and other works that that are read to them and those that can be read by themselves; taking turns and listening to what others’ say
* Explain and discuss their understanding of texts, both those that they listen to and those which they read for themselves
* Make inferences about characters feelings using what they say and do
* Use pictures or words to make inferences
* Ask questions about what they have read
* Predict what might happen on the basis of what has been read so far
* Express own views about a text
* Discuss some similarities between texts
* Read and answer simple questions about what they have read
* Order events from a text
* Discuss the sequence of events in texts and how items of information are related
* Begin to discuss how events are linked focusing on the main content of the story
* Infer basic points and begin to pick up on more subtle references
* Draw on previously taught knowledge
* Make predictions using their own knowledge to make logical predictions and give explanations of them
 | * Discuss and clarify the meanings of words, linking new meaning to known vocabulary
 | * Discuss favourite words and phrases
 |
| **Fluency** | **Poetry and Performing/Oracy** | **Range of Reading/Familiarity of Texts** |
| * Apply phonic knowledge and skills consistently to decode quickly and accurately
* Read accurately by blending, including alternative sounds for graphemes
* Read multi-syllabic containing these graphemes
* Read common suffixes (such as: -ment, -less, -ness, -ful and -ly)
* Read most words quickly and accurately without overt sounding and blending
* Read some phonically decodable books with fluency, sounding out unfamiliar words automatically
* Re-read books to build up fluency and confidence
* Chunk language units together in texts to practise phrasing within reading (e.g. once upon a time)
* Take notice of and use punctuation to phrase correctly when reading aloud
* Track text with eyes (the pace of reading should not be dictated by finger pointing)
* Begin to improve fluency in reading by being exposed to echo, choral and partner reading that is modelled explicitly by the teacher
* Read exception words noting unusual correspondences including words from the Year 2 spelling appendix
 | * Build up a repertoire of poems learned by heart, appreciate these and recite some with appropriate intonation to make meaning clear
* Listen to the opinions of others
* Retell using a wider variety of story language
 | * Listen to, discuss and express views about a wide range of texts at a level beyond which they can read independently
* Become increasingly familiar with and retell a wide range of stories
* Recognise simple recurring literary language in stories and poetry
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Year 2 Summer

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| **Book Talk – Understanding and Discussing** | **Word Meanings/Vocabulary** | **Authorial Intent** |
| * Discuss the sequence of events and how items of information are related
* Draw on what they already know or on background information and vocabulary provided by the teacher
* Check that the text makes sense to them as they read and correct inaccurate reading
* Begin to read non-fiction texts that are structured in different ways
* Participate in discussions about books, poems and other works that that are read to them and those that can be read by themselves; taking turns and listening to what others’ say
* Explain and discuss their understanding of texts, both those that they listen to and those which they read for themselves
* Make inferences about characters feelings using what they say and do
* Infer basic points and begin to pick up on more subtle references
* Ask questions about what they have read
* Use pictures or words to make inferences
* Predict what might happen on the basis of what has been read so far
* Make predictions using their own knowledge to make logical predictions and give explanations of them
* Express own views about a text
* Discuss some similarities between texts
* Read and answer simple questions about what they have read
* Draw on previously taught knowledge
* Order events from a text
* Begin to discuss how events are linked focusing on the main content of the story
 | * Discuss and clarify the meanings of words, linking new meaning to known vocabulary
 | * Discuss favourite words and phrases
 |
| **Fluency** | **Poetry and Performing/Oracy** | **Range of Reading/Familiarity of Texts** |
| * Apply phonic knowledge and skills consistently to decode quickly and accurately
* Read accurately by blending, including alternative sounds for graphemes
* Read multi-syllabic containing these graphemes
* Read common suffixes (such as: -ment, -less, -ness, -ful and -ly)
* Read exception words noting unusual correspondences including words from the Year 2 spelling appendix
* Read most words quickly and accurately without overt sounding and blending
* Read some phonically decodable books with fluency, sounding out unfamiliar words automatically
* Re-read books to build up fluency and confidence
* Chunk language units together in texts to practise phrasing within reading (e.g. once upon a time)
* Take notice of and use punctuation to phrase correctly when reading aloud
* Track text with eyes (the pace of reading should not be dictated by finger pointing)
* Begin to improve fluency in reading by being exposed to echo, choral and partner reading that is modelled explicitly by the teacher
 | * Build up a repertoire of poems learned by heart, appreciate these and recite some with appropriate intonation to make meaning clear
* Listen to the opinions of others
* Retell using a wider variety of story language
 | * Listen to, discuss and express views about a wide range of texts at a level beyond which they can read independently
* Become increasingly familiar with and retell a wide range of stories
* Recognise simple recurring literary language in stories and poetry
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